

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STORY	Super Duper You!	Everyone Cooks	Anansi the Spider	Who are our	Greta and the	The Snail and the
STARTERS		Rice		heroes?	Giants	Whale
Theme	Me and my Town	Where food comes from and Celebrations	Minibeasts	Being Helpful - the world of work	Reduce, reuse and recycle	Seaside/Water
Curriculum Strand	Listening,	Listening,	Listening,	Listening,	Listening,	Listening,
covered	attention and					
	understanding Listen attentively and respond appropriately 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	understanding Listen attentively and respond appropriately 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	understanding Listen attentively and respond appropriately 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	understanding Listen attentively and respond appropriately 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	understanding Listen attentively and respond appropriately 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	understanding Listen attentively and respond appropriately 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.	their teacher and				
	Speaking	peers. Speaking	peers. Speaking	peers. Speaking	peers. Speaking	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.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.	happen, making use of	happen, making use of	happen, making use of	happen, making use of	happen, making use of
	recently introduced	recently introduced	recently introduced	recently introduced	recently introduced
	vocabulary from	vocabulary from	vocabulary from	vocabulary from	vocabulary from
	stories, non-fiction,	stories, non-fiction,	stories, non-fiction,	stories, non-fiction,	stories, non-fiction,
	rhymes and poems	rhymes and poems	rhymes and poems	rhymes and poems	rhymes and poems
	when appropriate; -	when appropriate; -	when appropriate; -	when appropriate; -	when appropriate; -
	Express their ideas	Express their ideas	Express their ideas	Express their ideas	Express their ideas
	and feelings about	and feelings about	and feelings about	and feelings about	and feelings about
	their experiences using	their experiences using	their experiences using	their experiences using	their experiences using
	full sentences,	full sentences,	full sentences,	full sentences,	full sentences,
	including accurate use	including accurate use	including accurate use	including accurate use	including accurate use
	of past, present and	of past, present and	of past, present and	of past, present and	of past, present and
	future tenses and	future tenses and	future tenses and	future tenses and	future tenses and
	making use of	making use of	making use of	making use of	making use of
	conjunctions, with	conjunctions, with	conjunctions, with	conjunctions, with	conjunctions, with
	modelling and support	modelling and support	modelling and support	modelling and support	modelling and support
	from their teacher.	from their teacher.	from their teacher.	from their teacher.	from their teacher.
	Building	Self-regulation	Building	Building	Self-regulation
	Relationships	Show an understanding	Relationships	Relationships	Show an understanding
	Work and play	of their own feelings	Work and play	Work and play	of their own feelings
	cooperatively and take	and those of others,	cooperatively and take	cooperatively and take	and those of others,
	turns with others; -	and begin to regulate	turns with others; -	turns with others; -	and begin to regulate
	Form positive	their behaviour	Form positive	Form positive	their behaviour
	attachments to adults	accordingly; - Set and	attachments to adults	attachments to adults	accordingly; - Set and
	and friendships with	work towards simple	and friendships with	and friendships with	work towards simple
	peers; - Show	goals, being able to	peers; - Show	peers; - Show	goals, being able to
	sensitivity to their own	wait for what they	sensitivity to their own	sensitivity to their own	wait for what they
	and to others' needs.	want and control their	and to others' needs.	and to others' needs.	want and control their
cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own	cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own	and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they	cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own	cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own	and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they

Managing SelfSelf-regulationManaging SelfSelf-regulationManaging SelfManaging SelfMa	t to try and show ence, and e in the lenge; - asons for ght from try to dingly; - own basic personal uding ng to the
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.of their own feelings and those of others, and begin to regulate their behaviour perseverance in the accordingly: - work towards simple supportately even immediate impulsesnew activities and show independence, resilience and perseverance in the face of challenge; - explain the reasons for work towards simple goals, being able to immediate impulsesof their own feelings and those of others, and begin to regulate their behaviour work towards simple work towards simple work towards simple work towards simple 	and show ence, and e in the lenge; - asons for ght from try to dingly; - own basic bersonal uding ng to the
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perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; -their behaviour accordingly; - Set and goals, being able to wait for what they want and control their hygiene and personal needs, including dressing, going to the toilet andtheir behaviour face of challenge; - towat the teacher toilet andperseverance in the face of challenge; - Explain the reasons for rules, know right from work towards simple goals, being able to wait for what they behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet andtheir behaviour face of challenge; - Explain the reasons for 	e in the lenge; - asons for ght from try to dingly; - own basic bersonal uding ng to 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.accordingly; - Set and face of challenge; - Explain the reasons for work towards simple goals, being able to wrong and try to behave accordingly; - want and control their immediate impulsesface of challenge; - toilet and toilet and appropriately even toilet and activity, and show anface of challenge; - toilet and toilet and 	lenge; - asons for ght from try to dingly; - own basic bersonal uding ng to the
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	healthy
ability to follow	ices
ability to follow ability to follow	
instructions involving instructions involving	
several ideas or several ideas or actions	
actions.	
Gross Motor Fine Motor Fine and gross Fine Motor Fine and gross Gross M	otor
Negotiate space and Hold a pencil Motor Hold a pencil Motor Negotiate sp	ace and
obstacles safely, with effectively in effectively in obstacles saf	ely, with
consideration for preparation for fluent preparation for fluent consideration	on for
themselves and others; writing - using the writing - using the themselves an	d others;
- Demonstrate tripod grip in almost all tripod grip in almost all - Demons	rate
strength, balance and cases; - Use a range of cases; - Use a range of strength, bal	ance and
coordination when small tools, including small tools, including coordinatio	
playing; - Move scissors, paint brushes scissors, paint brushes playing; -	
energetically, such as and cutlery; - Begin to and cutlery; - Begin to energetically	
running, jumping, show accuracy and care show accuracy and care running, jumping,	
dancing, hopping, when drawing. when drawing. dancing hopping	
skipping and climbing.	
Comprehension Word reading Writing Comprehension, Comprehension, Comprehension, Comprehension, Comprehe	
Demonstrate Say a sound for each Write recognisable word reading and word reading and word reading and	
understanding of what latter in the sheet of latters must of which	-
has been read to them and at least 10 are correctly formed; - writing writing writing	0

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, non-fiction, rhymes and poems and during role-play.	digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.				
Number and Place	e Value - nos. to 5			Geometry	- Patterns	
Addition and Sub	Addition and Subtraction- Sorting		ction - numbers to 5	Addition and Subtraction – counting on		
	Number and Place Value - Comparing Groups Addition and Subtraction - Change within 5 Measurement - My Day		Number and Place Value – numbers to 10 Addition and Subtraction – Addition to 10		and back	
Gro					Number and Place Value – numbers up to 20	
Addition and Sub						
with			Geometry - Shape and Space		Multiplication and Division- numerical	
Measuremei					patterns	
				Measureme	nt- measure	
People Culture and	People Culture and	People Culture and	People Culture and	The Natural World	People Culture and	
Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and - when appropriate - maps.	Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and - when appropriate - maps.	
Past and Present	The Natural World	The Natural World	Past and Present	Past and Present	The Natural World	
Talk about the lives of the people around them and their roles in	Understand some important processes and changes in the	Explore the natural world around them, making observations	Know some similarities and differences between things in the	Recall some important narratives, characters and figures from the	Explore the natural world around them, making observations	
society.	natural world around		past and now, drawing			

		them, including the seasons and changing states of matter.	and drawing pictures of animals and plants.	on their experiences and what has been read in class.	past encountered in books read in class.	and drawing pictures of animals and plants.
	Creating with materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.	Being Imaginative Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Being Imaginative Invent, adapt and recount narratives and stories with peers and their teacher.	Creating with materials Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	Creating with materials Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	Creating with materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.
RWI	Set 1 sounds and begin to blend	Set 1 sounds and sound blending books 1-10	RWI phonics- Photo copy masters	Red Ditties	Green story books	Green/Purple story books
Favourite Stories	Past and Present - Recall some important narratives, characters and figures from the past encountered in books read in class.					read in class.
30 favourites	We're going on a bear hunt Rosie's Walk The Gruffalo Meg comes to school Owl Babies	Funnybones Handa's surprise The Gruffalo's Child The Tiger who came to tea Oliver's Fruit Salad	The very hungry caterpillar Where the wild things are Handa's Hen Ahhhh spider The very busy spider	The Mousehole Cat Mog and the VET Each peach pear plum Piece of cake The pig and the pond	Guess how much I love you Farmer Duck Mr Big The cat in the hat Room on the broom	The Snail and the whale Sally and the Limpet The lighthouse keepers lunch The fish who could wish Cinderella
Class Reader	Roahl Dahl - Magic Finger		Grandmother's Stories – wise woman tales from many cultures		Roahl Dahl – Fantastic Mr Fox	
Rhymes	Being Imaginative - Sing a range of well-known nursery rhymes and songs					
,	humpty dumpty, row row row your boat, incy wincy, 1,2,3,4,5	Five little ducks, The grand old duke, heads, shoulders etc. Down at the station	Hey diddle diddle, five currant buns, baa baa black sheep, five little men	Old king cole, five currant buns, hickory dickory, baa baa black sheep.	5 speckled frogs, the bear went over, mary had a little lamb, I am the baker man	five little monkeys, I can sing a rainbow, London bridge, mary, mary.
Trips	Church and Town visit		Lostwithiel Fire Station		Beach Trip	