

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STORY	Super Duper You!	Everyone Cooks	The Hungry	Emma-Jane's	Greta and the	The Snail and the
STARTERS		, Rice	Caterpillar	aeroplane	Giants	Whale
Theme	Me and my Town	Where food comes from and Celebrations	Minibeasts	Transport	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.	peers.	peers.	peers.	peers.	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	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	recently introduced
vocabulary from	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,	stories, non-fiction,
rhymes and poems	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; -	when appropriate; -
Express their ideas	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	and feelings about
their experiences using	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,	full sentences,
including accurate use	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	of past, present and
future tenses 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	making use of
conjunctions, with	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	modelling and support
from their teacher.	from their teacher.	from their teacher.	from their teacher.	from their teacher.	from their teacher.
Building	Building	Self-regulation	Building	Building	Self-regulation
5	5	Show an understanding	5	5	Show an understanding
Relationships	Relationships	of their own feelings	Relationships	Relationships	of their own feelings
Work and play	Work and play	and those of others,	Work and play	Work and play	and those of others,
cooperatively and take	cooperatively and take	and begin to regulate	cooperatively and take	cooperatively and take	and begin to regulate
turns with others; -	turns with others; -	their behaviour	turns with others; -	turns with others; -	their behaviour
Form positive	Form positive	accordingly; - Set and	Form positive	Form positive	accordingly; - Set and
attachments to adults	attachments to adults	work towards simple	attachments to adults	attachments to adults	work towards simple
and friendships with	and friendships with	goals, being able to	and friendships with	and friendships with	goals, being able to
peers; - Show	peers; - Show	wait for what they	peers; - Show	peers; - Show	wait for what they
sensitivity to their own	sensitivity to their own	want and control their	sensitivity to their own	sensitivity to their own	want and control their
and to others' needs.	and to others' needs.	immediate impulses	and to others' needs.	and to others' needs.	immediate impulses
		when appropriate; -			when appropriate; -
		Give focused attention			Give focused attention
		to what the teacher			to what the teacher
		says, responding			says, responding
		appropriately even			appropriately even
		when engaged in			when engaged in
		activity, and show an			activity, and show an
		ability to follow			ability to follow
		instructions involving			instructions involving
		several ideas or actions			several ideas or actions
		Sever ar rueus or actions			Sever al lucus of actions

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	Managing Self	Self-regulation	Managing Self	Self-regulation	Managing Self	Managing Self
	Be confident to try	Show an understanding	Be confident to try	Show an understanding	Be confident to try	Be confident to try
	new activities and show	of their own feelings	new activities and show	of their own feelings	new activities and show	new activities and show
	independence,	and those of others,	independence,	and those of others,	independence,	independence,
	resilience and	and begin to regulate	resilience and	and begin to regulate	resilience and	resilience and
	perseverance in the	their behaviour	perseverance in the	their behaviour	perseverance in the	perseverance in the
	face of challenge; -	accordingly; - Set and	face of challenge; -	accordingly; - Set and	face of challenge; -	face of challenge; -
	Explain the reasons for	work towards simple	Explain the reasons for	work towards simple	Explain the reasons for	Explain the reasons for
	rules, know right from	goals, being able to	rules, know right from	goals, being able to	rules, know right from	rules, know right from
	wrong and try to	wait for what they	wrong and try to	wait for what they	wrong and try to	wrong and try to
	behave accordingly; -	want and control their	behave accordingly; -	want and control their	behave accordingly; -	behave accordingly; -
	Manage their own basic	immediate impulses	Manage their own basic	immediate impulses	Manage their own basic	Manage their own basic
	hygiene and personal	when appropriate; -	hygiene and personal	when appropriate; -	hygiene and personal	hygiene and personal
	needs, including	Give focused attention	needs, including	Give focused attention	needs, including	needs, including
	dressing, going to the	to what the teacher	dressing, going to the	to what the teacher	dressing, going to the	dressing, going to the
	toilet and	says, responding	toilet and	says, responding	toilet and	toilet and
	understanding the	appropriately even	understanding the	appropriately even	understanding the	understanding the
	importance of healthy	when engaged in	importance of healthy	when engaged in	importance of healthy	importance of healthy
	food choices.	activity, and show an	food choices	activity, and show an	food choices	food choices
		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 Motor
	Negotiate space and	Hold a pencil	Motor	Hold a pencil	Motor	Negotiate space and
	obstacles safely, with	effectively in		effectively in		obstacles safely, with
	consideration for	preparation for fluent		preparation for fluent		consideration for
	themselves and others;	writing - using the		writing - using the		themselves and others;
	- Demonstrate	tripod grip in almost all		tripod grip in almost all		- Demonstrate
	strength, balance and	cases; - Use a range of		cases; - Use a range of		strength, balance and
	coordination when	small tools, including		small tools, including		coordination when
	playing; - Move	scissors, paint brushes		scissors, paint brushes		playing; - Move
	energetically, such as	and cutlery; - Begin to		and cutlery; - Begin to		energetically, such as
	running, jumping,	show accuracy and care		show accuracy and care		running, jumping,
	dancing, hopping,	when drawing.		when drawing.		dancing, hopping,
	skipping and climbing.					skipping and climbing.
	Comprehension	Word reading	Writing	Comprehension,	Comprehension,	Comprehension,
	Demonstrate	Say a sound for each	Write recognisable	word reading and	word reading and	word reading and
			-			
	understanding of what	letter in the alphabet	letters, most of which	writing	writing	writing

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	Value - nos. to 5			Geometry	- Patterns	
Addition and Subt	traction- Sorting	Addition and Subtra	ction - numbers to 5	Addition and Subtraction – counting on		
Number and Place	Number and Place Value - Comparing		Number and Place Value - numbers to 10		and back	
Grou	Groups		Addition and Subtraction - Addition to		Number and Place Value - numbers up to	
Addition and Subt	Addition and Subtraction - Change		10		20	
with	within 5		Geometry - Shape and Space		Multiplication and Division- numerical	
Measuremer	Measurement - My Day			patt	erns	
	, ,			Measureme	nt- measure	
People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	People Culture and 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.	People Culture and 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.	People Culture and 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.	The Natural World 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.	People Culture and 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 Talk about the lives of the people around them and their roles in society.	The Natural World Understand some important processes and changes in the natural world around	The Natural World Explore the natural world around them, making observations	Past and Present Know some similarities and differences between things in the past and now, drawing	Past and Present Recall some important narratives, characters and figures from the	The Natural World Explore the natural world around them, making observations	

		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 P	resent - Recall some imp	ortant narratives, charact	ers and figures from the p	bast encountered in books i	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	l Town visit	Lostwithiel Fire St	tation/Lappa Valley	Beach	n Trip