


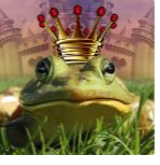




Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Imaginative Learning Project	Do You Want to be Friends? 	Why to Squirrels Hide their Nuts? 	What Happens When I Fall Asleep? 	Will You Read Me a Story? 	Are We Nearly There Yet? 	Who Lives in a Rockpool? 
ENGAGE Memorable Experiences	Meeting and making new friends, tour of the school Visit by mother and baby Visit by grandparent	Woodland visit – Kingswood woodland walk	Pyjama party and bedtime story Visit from Screech Owl Sanctuary Visits from various professionals who work at night	Fairy tale visitor Various visitors to share favourite stories Bible stories and bibles	Going on a journey to the library (link to previous ILP) Observe caterpillar life cycle Visiting tractor and farmer	Porthpean beach visit Visit from a lifeguard
Key Texts	The Lion and the Mouse by Mairi Mckinnon Lost and Found by Oliver Jeffers Have You Filled a Bucket Today? By Carol McCloud My Mum by Anthony Browne Superhero Dad by Timothy Knapman	Squirrels Busy Day by Lucy Barnard After the Storm by Nick Butterworth Hibernation Station by Michelle Meadows	Peace At Last by Jill Murphy Night Monkey, Day Monkey by Julia Donaldson and Lucy Richards Owl Babies by Martin Waddell Papa Please Get the Moon for Me by Eric Carle	The Enormous Turnip – Ladybird The Gruffalo by Julia Donaldson The Gingerbread Man by Mara Alperin Mr Wolf’s Pancakes by Jan Fearnley The Three Little Pigs by Stephen Tucker and Nick Sharratt	The Hundred Decker Bus by Mike Smith The Journey from Granpa’s by Jemima Lumley Mr Grumpy’s Outing by John Burningham	Tip Tap Went the Crab by Tim Hopgood Rainbow Fish by Marcus Pfister Come Away from the Water Shirley by John Burningham Sally and the Limpet by Simon James
Communication and Language	Lost and Found <i>Why are friends important?</i> Play the Instructions Game <i>Working with a Partner</i> What is Friendship? <i>Answer ‘how’ and ‘why’ questions based on their experiences</i> People Who Help Us <i>Find out about the emergency services and why they are important</i> Lion and the Mouse <i>Describe different characters</i>	Squirrels Busy Day <i>Listen and respond to stories</i> Listen Up! <i>Listening to others. Talking in small groups about our woodland walk</i> Hedgehogs Tale <i>Exploring non-fiction information about hedgehogs</i> Snuggle Up! <i>Follow a story without pictures or props</i> Who Lives in the Woods? <i>Use more complex sentences to verbally share thinking</i>	Lullabies Nursery Rhymes and Songs <i>Listen in a range of situations</i> Who Works When I Sleep? <i>Exploring night-time workers and why they need to work at night</i> Tell Me Something Happy <i>What might stop us falling asleep</i> Animals that Come Out at Night <i>Exploring nocturnal animals</i>	Fairy Tales <i>Asking questions</i> Once Upon a Time <i>Becoming a storyteller</i> Perfect Porridge <i>Following instructions (recipe)</i> Ruler for the Day <i>Make a special rule for others to follow</i> Goodies and Baddies <i>Exploring different fairy tale characters</i>	The Hundred Decker Bus <i>Retelling your own version of the story</i> Keeping Safe <i>Discussing road safety</i> Red Lorry, Yellow Lorry <i>Exploring different vehicles</i> Pack Up <i>Give reasons for the items you will pack in your suitcase</i>	Listening Shell <i>Practicing careful listening skills</i> What a Load of Rubbish <i>Discussing why it’s important to keep the beach clean</i> Feeling Crabby <i>Using language to make comparisons</i> Our Visit <i>Use photographs from beach visit as prompts for discussion</i>
Early Learning Goals	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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension) Anticipate (where appropriate) key events in stories (Lit–Comp)	Make comments about what they have heard and ask questions to clarify their understanding. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension) Anticipate (where appropriate) key events in stories (Lit–Comp) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	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. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension) Anticipate (where appropriate) key events in stories (Lit–Comp)	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit – Comprehension) Anticipate (where appropriate) key events in stories (Lit–Comp)

Reading - Phonics	Pupils are taught daily by a Read, Write Inc. (RWI) teacher as a whole class initially and then in groups organised by stage, not age. In addition, 10 min daily 1:1 sessions take place to ensure that all pupils 'keep up not catch up'. Pupils are assessed ½ termly, progressing rapidly through the programme.					
Early Learning Goals	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading)	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading)	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)	Say a sound for each letter in the alphabet and at least 10 digraphs (Lit – Word Reading) Read words consistent with their phonic knowledge by sound-blending (Lit – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit – Word Reading)
Literacy Talk for Writing - Imitation - Innovation - Invention	Once There Were Giants <i>Writing about self</i> -picture and verbal sentence (+ mark making)	Bear Snores On by Karma Wilson <i>Give another way to wake the bear.</i> Picture and caption – continuing the story	How to Catch a Star by Oliver Jeffers <i>Alternative ways of catching a star.</i> Recount	Jack and the Beanstalk – Usborne <i>How to grow a magic bean.</i> Instruction writing	We're Going on a Bear Hunt by Michael Rosen <i>Hunting for a different animal, travelling through a different environment.</i> Map with story labels	Welcome to the Rockpool by Ruth Owen (non-fiction) <i>Write a fact page about another rockpool animal.</i> Information writing - Did you know...facts
Early Learning Goals	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)	Invent, adapt and recount narratives and stories with their peers and their teacher. Write recognisable letters, most of which are correctly formed. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD – Fine Motor)
Understanding the World	People Who Help Me at Home <i>Explore the stories Superhero Dad and My Mum</i> Same or Different <i>Similarities/differences – eye colour, height</i>	Dinner Time <i>Find out what animals eat</i> Yuk! <i>Explore how food changes over time (growth and decay)</i> Wild Ones <i>Difference between wild animals and pets</i> Squirrels Winter Muffins Make a squirrel feeder for the winter months.	Yawn <i>Why is sleep important? Make a sleep diary</i> Night Time Visitors <i>Exploring nocturnal animals</i> Why it is Dark at Night <i>Use the Dark Den to explore dark, light and shadows</i>	Giant Turnips <i>Planting and growing turnips , observing changes</i> Disappearing Gingerbread Man <i>What happens to the GBM in the river – dissolving</i> Grow a magic bean by planting a jelly bean. Create a seed packet.	Air, Road or Water <i>Compare and sort vehicles, how the move, old/new</i> Boat Builder Challenge <i>Explore floating and sinking</i> Design an Imaginary Vehicle Use a drag and drop computer/tablet program.	Sally's Limpet <i>Look at different animals found in a rock pool</i> Who Eats Who? <i>Explore simple food chains</i> Rockpool in a Jar Use a range of materials to create a rockpool in a jar. Cornwall Local Study
Early Learning Goals	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	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. Know some similarities and differences between things in the past and now, drawing on their

	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Mathematics Power Maths	Numbers to 5 Sorting	Comparing groups within 5 Change within 5	Number bonds within 5 Numbers to 10 Comparing numbers within 10	Addition to 10 Number bonds to 10 Shape and space	Exploring patterns Counting on and counting back	Numbers to 20 Numerical patterns
Early Learning Goals	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Verbally count beyond 20, recognising the pattern of the counting system.
Physical Development Val Sabin Gross Motor	Gymnastics <i>Introductory Unit</i> Gross motor skills – running, jumping, hopping safely	Games <i>Moving in different ways like woodland animals</i> Throwing and catching	Dance <i>Different ways of moving to a beat</i> Creating sequences of movements	Gymnastics <i>Travelling around the space in different ways</i>	Dance <i>Ways of moving rhythmically</i> Making changes to traditional dances	Games <i>Summer team games</i>
Fine Motor	Mark making using different writing tools	Make Harvest soup – use tools to peel and chop	Sorting stars – using pincers and tweezers	Royal Jewellery – threading beads to make jewellery for the king & queen	Observational drawing – vehicle parts	Handwriting focus
Early Learning Goals	Negotiate space and obstacles safely, with consideration for themselves and others. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools, including scissors, paintbrushes and cutlery.	Demonstrate strength, balance and coordination when playing. Use a range of small tools, including scissors, paintbrushes and cutlery.	Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools, including scissors, paintbrushes and cutlery.	Demonstrate strength, balance and coordination when playing. Begin to show accuracy and care when drawing	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Purple Mash Computing	C&L Unit <i>2Paint a Picture Projects</i> <i>2Create a Story</i> <i>Mashcams</i> <i>Simple City</i>	PSED Unit <i>Using tablets</i> <i>Using computers</i> <i>Internet Safety</i>	Maths Unit <i>Maths City</i> <i>Number Paint Projects</i> <i>2Count</i>	Literacy Unit <i>2Create a Story</i> <i>Alphabet Slideshows</i> <i>Talking Stories</i> <i>2Email, 2Respond</i>	EA & D Unit <i>2Explore</i> <i>2Beat</i> <i>2Design and Make</i>	PD Unit <i>Mini Mash Grocers</i> U the W Unit <i>All about Me</i> <i>Slideshow Creator</i> <i>2Connect</i>
EXPRESS	Friendship Recipe What ingredients do we need to be a good friend?	What happens after Autumn? Explore the cycle of season.	Sharing Time! Share our learning with our home grown ups	Royal Tea Party. Write an invitation to a invite a guest.	Passports at the Ready! Create a personal passport.	Sharing Time! Share our learning with our home grown ups