



	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p><b>Building Relationships</b> 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.</p>	<p><b>Building Relationships</b> 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.</p>	<p><b>Self-regulation</b> 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</p>	<p><b>Building Relationships</b> 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.</p>	<p><b>Building Relationships</b> 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.</p>	<p><b>Self-regulation</b> 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</p>

	<p><b>Managing Self</b> 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.</p>	<p><b>Self-regulation</b> 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.</p>	<p><b>Managing Self</b> 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</p>	<p><b>Self-regulation</b> 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</p>	<p><b>Managing Self</b> 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</p>	<p><b>Managing Self</b> 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</p>
	<p><b>Gross Motor</b> 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.</p>	<p><b>Fine Motor</b> 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Fine and gross Motor</b></p>	<p><b>Fine Motor</b> 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Fine and gross Motor</b></p>	<p><b>Gross Motor</b> 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.</p>
	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them</p>	<p><b>Word reading</b> Say a sound for each letter in the alphabet and at least 10</p>	<p><b>Writing</b> Write recognisable letters, most of which are correctly formed; -</p>	<p><b>Comprehension, word reading and writing</b></p>	<p><b>Comprehension, word reading and writing</b></p>	<p><b>Comprehension, word reading and writing</b></p>

	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.			
	<p>Matching, sorting, patterns Size Representing, matching and comparing 1,2,3 Circles, triangles, squares, rectangles Shape Hunt Sorting, composition of 4 and 5 1 more and 1 less Day and night</p>		<p>One less, how many?, Composition of 5,6,7,8, Equal and unequal, Comparing mass, Full and empty, capacity and measuring, Combining 2 groups, Adding more Comparing height and length, Days of the week and time, representing 9 and 10, counting back, making 10, 3D shape, pattern</p>	<p>Number patterns to 20, ten frame and beyond, estimating, match and fill, tangrams, adding more, taking away, 2D shapes, Doubling, sharing, even and odd, Consolidation.</p>		
	<p><b>People Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>People Culture and Communities</b> 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.</p>	<p><b>People Culture and Communities</b> 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.</p>	<p><b>People Culture and Communities</b> 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.</p>	<p><b>The Natural World</b> 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.</p>	<p><b>People Culture and Communities</b> 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.</p>
	<p><b>Past and Present</b> Talk about the lives of the people around them</p>	<p><b>The Natural World</b> Understand some important processes</p>	<p><b>The Natural World</b> Explore the natural world around them,</p>	<p><b>Past and Present</b> Know some similarities and differences</p>	<p><b>Past and Present</b> Recall some important narratives, characters</p>	<p><b>The Natural World</b> Explore the natural world around them,</p>

	and their roles in society.	and changes in the natural world around them, including the seasons and changing states of matter.	making observations and drawing pictures of animals and plants.	between things in the past and now, drawing on their experiences and what has been read in class.	and figures from the past encountered in books read in class.	making observations and drawing pictures of animals and plants.
	<b>Creating with materials</b> 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.	<b>Being Imaginative</b> Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	<b>Being Imaginative</b> Invent, adapt and recount narratives and stories with peers and their teacher.	<b>Creating with materials</b> Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	<b>Creating with materials</b> Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	<b>Creating with materials</b> 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.					
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		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/Lappa Valley		Beach Trip	