



CORNWALL EDUCATION LEARNING TRUST
LEARNING TOGETHER



	Term 1		Term 2		Term 3	
	I wonder what is special about me	I wonder what you think?	I wonder what is out of this world	I wonder what moves	I wonder what grows	I wonder what I can imagine
	Am I a Superhero? Who am I?	Who is afraid of the Big Bad Wolf?	What happens in other worlds?	Do I want to be a knight? How did people from the past get around?	Where do animals live? Are Minibeasts like me? Are Plants Alive?	Where would you bury your treasure? What lives in the ocean?
Themes	Healthy Me Superheroes Friendship Well-being	Traditional Tales Fireworks Christmas	Frozen Planet Space Dinosaurs Chinese New Year	Transport Up, up and away Castles, Knights and Dragons	Vets Jungles Garden	Under the Sea Pirates Seaside
Key Texts	Superworm Daisy, Eat your Peas! The Tiger who came to tea People Who Help Us Room on the Broom Zog and the flying doctors Supertato Evil Pea Rules!	The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears Stick Man Nursery Rhymes The Jolly Christmas Postman Diwali Luna Loves Art	Wanda's Space Party How to Catch a Star Planet in a Pickle Jar Aliens Loves Underpants Toys in Space The Way Back Home Tyrannosaurus Drip The Magic Paint Brush	The Night Dragon The Rapping Princess In the Castle The Naughty Bus Zog Here Be Dragons Dragon Post	Rumble in the Jungle Giraffes can't Dance Tad What the Ladybird heard on Holiday The Very Hungry Caterpillar Mad about Minibeasts Jaspers Beanstalk Handa's Surprise The Lion Inside	Tiddler The Fish that Could Wish The Pirates Next Door Pirate Stew Billy's Bucket Octopus Shocktopus The Big Book of Blue Commotion in the Ocean The Night Pirates

PSED	<p>Identify and express their own feelings</p> <p>Understand healthy living and make healthy choices</p> <p>Being Me in my own World. Understand how I fit in my own world</p>	<p>Think about the perspectives of others and celebrate difference</p> <p>Show understanding of others feelings (empathy)</p> <p>Celebrate differences and show respect for similarity and difference. Anti-bullying and being unique</p>	<p>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p> <p>Dreams and Goals. Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>Follow instructions- making models etc.</p> <p>Healthy Me. Understanding how to keep safe and be healthy</p>	<p>Be confident to try new activities</p> <p>Develop independence</p> <p>Relationships. Building positive and healthy relationships</p>	<p>Set and work towards simple learning goals (link to own reports)</p> <p>Changing Me. Coping positively with change</p>
CL	<p>Be able to express a point of view</p> <p>Express ideas and feelings</p>	<p>Listen and respond to stories</p> <p>Make comments about what they have heard</p>	<p>Acquire and use new vocabulary</p>	<p>Respond to nonfiction texts and stories</p> <p>Ask questions and respond appropriately</p>	<p>Offer explanations for why things happen</p> <p>Ask questions and respond appropriately</p>	<p>Offer explanations and responses to stories and experiences</p> <p>Speak audibly and in full sentences</p>
PD	<p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Revise and use fundamental movement skills</p>	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Demonstrate different ways of moving</p>	<p>Use a range of small tools effectively</p>
Literacy	<p>RWI set 1 sounds</p> <p>Listening</p> <p>Discrimination of sounds</p> <p>Initial sounds</p> <p>Name writing</p> <p>Fine motor- pencil control</p> <p>Listen to stories and retell</p>	<p>RWI Set 1 sounds</p> <p>Letter formation</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> <p>Describe events in familiar stories and predict events (join in)</p>	<p>RWI Set 2 sounds</p> <p>Letter formation</p> <p>Initial sounds and CVC labels (extend to captions)</p> <p>Draw vocabulary and knowledge from nonfiction books and stories</p>	<p>RWI Set 2 sounds</p> <p>Labels and captions</p> <p>Short sentences- finger spaces, full stops, and capital letters</p> <p>Draw vocabulary and knowledge from nonfiction and use throughout the day in different contexts</p>	<p>RWI Set 3 for those children who are secure with S1/2</p> <p>Captions and sentences</p> <p>Use and understand new vocabulary from stories, poems, and non-fiction</p> <p>Discuss what they know/ have found out</p> <p>Sequence and retell stories</p>	<p>RWI Set 3 for those children who are secure with S1/2</p> <p>Sentences- finger spaces, caps letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Adapt narratives</p>

Maths	<p>Talk about numbers that are special to me</p> <p>Count on and back from 10 and learn about one more and one less</p> <p>Measure length, height, and distance</p> <p>Learn how to make repeating patterns</p>	<p>Start to subitise small numbers</p> <p>Numbers 1 – 5 representing/counting/arranging sorting and comparing objects and amounts up to five in arrays</p> <p>Compare different quantities</p> <p>Continue to make repeating patterns including ABC patterns</p>	<p>Link the numerical symbol with its cardinal value</p> <p>Numbers 6, 7 and 8 representing/counting/arranging sorting and comparing objects and amounts in arrays</p> <p>Compare weight and capacity</p> <p>Measuring length</p> <p>Subitise small numbers</p>	<p>Recall some number bonds to 5 and 10</p> <p>Numbers 9 and 10 representing/counting/arranging sorting and comparing objects and amounts in arrays</p> <p>Explore the composition of ten</p> <p>Manipulate 2D and 3D shapes</p> <p>Measure and compare height</p>	<p>Recall number bonds to 5 and some to 10</p> <p>Understand the composition on 10</p> <p>Count beyond 10</p> <p>Recall double, subtraction, odd and even facts</p> <p>Share equally</p>	<p>First, Then, Now Start to solve maths problems</p> <p>Use positional maths language</p> <p>Know my number bonds to five and 10</p> <p>Recall double, subtraction, odd and even facts</p>
Understanding the World	<p>Talk about the lives of people familiar to them-branching out to careers</p> <p>Know some similarities and differences between religious and cultural communities</p>	<p>Explore differences in life in this country and other countries- stories</p> <p>Map work linked to stories</p> <p>Know some similarities and differences between religious and cultural communities</p>	<p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Know some similarities and differences between religious and cultural communities</p>	<p>Compare and contrast the past with the present day- use books, stories, characters, and images</p> <p>Map work related to transport</p>	<p>Explore the natural world, observing and describing the world around them</p>	<p>Compare and contrast the past</p> <p>Contrast environments</p>
Expressive Arts and Design	<p>Explore the use of colour and design</p> <p>Talk about designs</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories</p>	<p>Explore the use of tools and materials</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Create and adapt designs</p>	<p>Perform poems</p> <p>Explore the use of tools and share designs etc.</p>	<p>Invent and adapt stories through their role play and small world play</p>

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts. Use ELG breakdowns to see how they can be supported/ enhanced in the provision. The themes are subject to change dependent on children's interests.