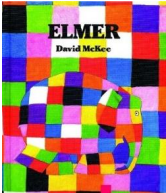


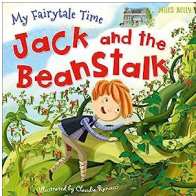
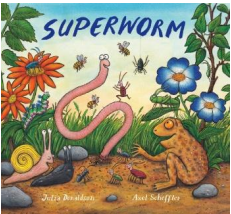
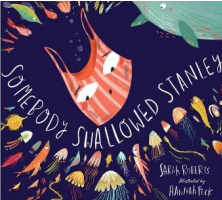

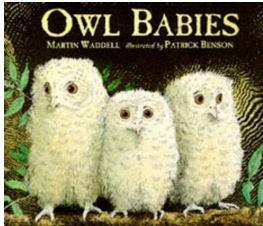
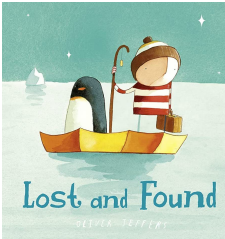
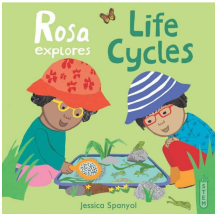
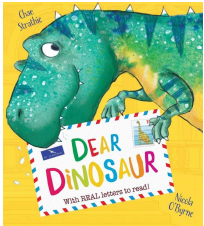
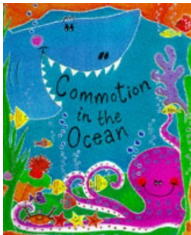


Key texts

Autumn 1 All about me	Autumn 2 Autumn Days and nights	Spring 1 Winter	Spring 2 Growing	Summer 1 Animal antics	Summer 2 Under the sea
<p>Elmer by David McKee</p> 	<p>The Leaf Thief by Alice Hemming</p> 	<p>Stick man By Julia Donaldson</p> 	<p>Jack and the beanstalk by Miles Kelly</p> 	<p>Superworm by Julia Donaldson</p> 	<p>Somebody swallowed Stanley by Sarah Roberts</p> 
<p>The Big Book of Families by Mary Hoffman</p> 	<p>Owl Babies by Martin Waddell</p> 	<p>Lost and found by Oliver Jeffers</p> 	<p>Rosa explores life cycles by Jessica Spanyol</p> 	<p>Dear Dinosaur by Chae Strathie and Nicola O'Byrne</p> 	<p>Commotion in the ocean by Miles Kelly</p> 
<p><u>Possible Cultural capital/ enrichment opportunities</u> Visits from nurse, firefighter etc. Nature walk. Walk in local area- shops etc.</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Visit to the local church to see how it is set up for Christmas Woodland walk Birds of prey centre visit</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Forest schools – what can you create with a stick?</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Planting seeds- garden centre visit Cress heads Baking Farm visit</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Wormery or ant farm Eco- schools fix the bug hotel Farm Visit Excavation</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Church visit Role play travel agents World ocean day</p>

Supporting texts, songs, poems and rhymes

For read aloud, opportunities to build on communication and language and vocabulary linked with topics.

Autumn 1 All about me	Autumn 2 Autumn Days and nights	Spring 1 Winter	Spring 2 Growing	Summer 1 Animal antics	Summer 2 Under the sea
<p><u>Additional Texts</u> Once we were giants Super Duper you Alfie Starts School The Skin I'm in</p> <p><u>Non-fiction</u> Police officers Firefighters Ambulance crew Lifeboat crew</p> <p><u>History Linked texts</u> Dogger Peepo Lost in a toy museum</p>	<p><u>Additional Texts</u> Leaf man We're going on a bear hunt Goldilocks and the Three bears</p> <p><u>Non-fiction</u> Harvest festival Bonfire Night Hanukkah Christmas/ Christmas around the world Diwali</p> <p><u>Geog linked texts:</u> Rosie's walk by Pat Hutchins We're going on a bear hunt by Michael Rosen My Map Book by Sarah Fanelli</p>	<p><u>Additional Texts</u> It's not a stick The Three Little Pigs</p> <p><u>Non-fiction</u> Winter Meet the weather</p> <p><u>History Linked texts</u> A house that once was Cave baby</p>	<p><u>Additional Texts</u> The little Red Hen. One springy day</p> <p><u>Non-fiction</u> Plants</p> <p><u>Geog linked texts</u> Welcome by Barroux The Snail and the Whale by Julia Donaldson Blown away by Rob Biddulph</p>	<p><u>Additional Texts</u> The hungry caterpillar The crunching munching caterpillar The Princess and the Pea The enormous turnip</p> <p><u>Non-fiction</u> Mini beasts Farm animals</p> <p><u>History Linked texts</u> Mary Anning - Little People Big Dreams Harry and his bucketful of dinosaurs Tyranasaurus Drip</p>	<p><u>Additional Texts</u> Clean up Michael recycle</p> <p><u>Non-fiction</u> Things that go</p> <p><u>Geog linked texts</u> Winnie at the Seaside by Valerie Thomas and Korgi Paul What the ladybird heard at the beach Sharing a shell by Julia Donaldson</p>
<p><u>Songs, poems and rhymes</u> Humpty dumpty Incy wincy spider This is our school (Sparkyard)</p>	<p><u>Songs, poems and rhymes</u> Autumn nights by Sara Fox 5 currant buns 5 little speckled frogs 1, 2, 3, 4, 5 once I caught a fish alive Jingle bells</p>	<p><u>Songs, poems and rhymes</u> I'm a little penguin I am winter, King of the seasons It's winter time (Sparkyard)</p>	<p><u>Songs, poems and rhymes</u> Chick, chick, chick, chicken I Wish That I had Duck Feet by Dr Seuss Down came that mighty beanstalk (Sparkyard) Fe, Fi, Fo, Fum (sparkyard) Climbing up the beanstalk (Sparkyard)</p>	<p><u>Songs, poems and rhymes</u> I like to eat apples and bananas The minibeast feast Incy wincy spider Sparkyard: What a beast I never saw a dinosaur</p>	<p><u>Songs, poems and rhymes</u> Row Row Row your boat A sailor went to sea, sea, sea Sparkyard: The deep blue sea, Fun at the seaside, We're going to find the octopus, red sails, the amazing rock pool show Wee Willie Winkie Jack and Jill Polly Put the Kettle on</p>

Educational programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Understand a question or instruction that has two parts: <i>Daily routines e.g. tidy up time</i> Understand 'why' questions e.g. <i>Why do you think he/she feels...? Why is Elmer sad?</i> Understand how to listen carefully and why listening is important <i>eg model good listening, looking eyes, listening ears, can you repeat what I said?</i> Learn new vocabulary linked to daily routine / theme (<i>tidy up time, snack, playtime, outdoors, indoors, team names</i>) Begin to engage in story time and join in with repeated refrains / fill in rhyming words (<i>use linked poems, rhymes and texts</i>) Listen to and begin to talk about stories to build familiarity and understanding through discussions about characters, events, setting Listen carefully to rhymes and songs and begin to pay attention to how they sound (<i>use linked poems, rhymes and texts</i>) Learn rhymes, songs & poems, anticipate words, begin to adapt phrases (with support) (<i>use linked poems, rhymes and texts</i>) <p><u>Speaking</u></p> <ul style="list-style-type: none"> Use new vocabulary throughout the day (<i>tidy up time, snack, playtime, outdoors, indoors, team names</i>) <i>Elmer</i>: Patchwork, tall, thin, different, joked, quietly, unnoticed, shook, serious, surprise, decorate <i>The Great Big book of Families</i>: family, mum, dad, sister, brother, auntie, uncle, dog, cat. <i>Leaf thief</i>: hazelnuts, canopy, stole, woodpecker, ages, relax, disaster, fade, autumn. <i>Owl Babies</i>: Nest, owl, owlette, darkness, night, brave, waited, hole, ivy, hunt. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. <i>Eg should I go in the outdoor area? Is it time for phonics?</i> Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Begin to connect one idea or action to another using a range of connectives (<i>and, if</i>) Begin to describe events in some detail (<i>book talk sequencing Elmer/ leaf thief/ owl babies</i>) Develop social phrases around routines of the day, greetings and friendship (<i>please can I play with you? Can I have a turn next? Would you like to play in the X with me?</i>) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <i>Use focused & linked texts – within small world / role play</i> 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs (<i>use linked poems and rhymes</i>) Listen to and talk about stories to build familiarity and understanding. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary (<i>winter, Meet the Weather, plants- Vocab: rain, snow, ice, sunshine, warm, cold, plant, flower, leaf, soil</i>) Begin to understand humour e.g. nonsense rhymes / jokes (<i>I wish I had Duck Feet by Dr Seuss</i>) <p><u>Speaking</u></p> <ul style="list-style-type: none"> Use new vocabulary in different contexts (<i>Stickman</i>: beware, weave, deserted, frolicking, mast, weary.) (<i>Lost and Found</i>: ignored, harbour, searched, began, floated, mistake, <i>Jack and the Beanstalk</i>: furious, amazement, huge, magnificent. <i>Rosa's Lifecycles</i>: tiny, survive, protects, surface, wiggly) Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (<i>encourage use of sentences eg I am building a nest out of sticks for the swan.</i>) Connect one idea or action to another using a range of connectives (<i>because, so, but</i>) Describe events in some detail. (<i>linked to books eg life cycle</i>) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (<i>eg. I am going to do a challenge everyday so I have got through them all by the end of the week.</i>) Develop and use social phrases with confidence (<i>Same as autumn and Let's play this together.</i>) Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (<i>link to focus texts for the term.</i>) 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> 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. 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. Understand humour more readily e.g. nonsense rhymes/jokes <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (<i>Vocab: Superworm- disaster, lair, grim, fearful, fail, fright, cunning. Somebody swallowed Stanley: Ordinary, vast, creatures, sank, soared. Commotion in the ocean: curious, pretend, bury, scamper, bulbous, bellow, fierce. Dear Dinosaur: letters, terrifying, impressive, embarrassing, splendid, fossils.</i>) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <i>E.g. The lizard was very cunning because he planned to catch Superworm.</i> 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. <i>Eg I think Mary Anning is important because she discovered fossils. It is important to throw our litter in the bin and recycling to help protect the animals in the ocean.</i>

Early learning goals:
Listening, Attention and Understanding: Children at the expected level of development will: 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. 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.
Speaking: Children at the expected level of development will: 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy – Reading: comprehension, Reading: word reading, Writing

Educational programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn	Spring	Summer
<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. (<i>vocabulary from key texts</i>) Recall key events. Talk about main characters and begin to identify beginning, middle, end. Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment (<i>see list of supporting texts, poems and rhymes</i>) Understand the five key concepts about print, with a focus on: Left to right: 1-1 correspondence and distinction between word, letter, first / last Name the key parts in a book: cover, author, page number Continue to develop phonological awareness (set 1 sounds), focusing on: Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. Read individual letters by saying the sounds for them Secure set one sounds in phonics, including first 5 lots of digraphs Blend sounds into words, so that they can read short words made up of known GPCs, VC words and CVC words Begin to read a few common exception words/ red words I, go, to, the, no, into Begin to read simple phrases / sentences and apply the phonics taught so far. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write name correctly. Use some of their print and letter knowledge in their early writing. Begin to form taught lower-case letters correctly (<i>following phonics input</i>) Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known sounds Use initial sounds, VC and CVC words Write labels (<i>e.g. label family and owls</i>) Begin to write lists & captions, focusing on: label, caption, space (<i>lists in home corner, labels in areas of continuous provision</i>) Oral rehearsal ideas before writing (<i>using FRED talk to support</i>) Begin to reread what they have written (<i>encourage segmenting and blending own writing</i>) 	<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction (<i>Stickman: beware, weave, deserted, frolicking, mast, weary.</i>) (<i>Lost and Found: ignored, harbour, searched, began, floated, mistake</i>) Retell story in small world / role play (in correct sequence) ...beginning, middle, end Take on role of character using some story language (<i>hot seating, conscious alley, speech bubbles</i>) Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why ...because (<i>I like this book because...</i>) Begin to anticipate - where appropriate - some key events in stories ...predict (<i>using front cover of Lost and Found- what do you think the story will be about? Why? What clues can you see?</i>) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Continue to develop set 1 phonological awareness, focusing on: oral blending and segmenting Say the sound for each letter of the alphabet and double letters (ss, ll, zz, ck, ff) and continue to develop consonant digraphs (sh, ch, th, ng) Begin to read words consistent with their phonic knowledge Read some common exception words matched to Rwi groupings (<i>he, she, me, be, we, was</i> (<i>plus see Autumn words</i>)) Read simple phrases / sentences, applying phonics sounds taught so far. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Form most lower-case and capital letter correctly (<i>especially those taught in phonics lessons</i>) Spell words by identifying the sounds and then writing the sound with letter/s, using taught in phonics e.g. CVC words Write captions/phrases and begin to write simple sentences using known sounds Begin to attempt to use full stop and capital letter Include word spacing Orally rehearse caption or sentence before writing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions 	<p><u>Reading: comprehension/ word reading</u></p> <ul style="list-style-type: none"> Oral blending and segmenting Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate-where appropriate-key events in stories. (<i>pause in stories... what do you think will happen next? Why? What makes you say that?</i>) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to notice some relationships between one text and another <i>eg Somebody swallowed Stanley and clean up.</i> Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books, what they found on a walk</i> Say the sound for each letter of the alphabet and for at least 10 digraphs Secure in set 1 and set 2 sounds including relevant trigraphs (air, igh) Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words <i>eg you, they, all, are, my, her</i> (<i>plus see Autumn/Spring words</i>) <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write recognisable letters (lowercase and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught in phonics Write simple phrases and sentences that can be read by others Oral rehearsal of sentence before writing, Using: word spacing, full stop, capital letter Begin to sequence 2-3 sentences within purposeful fiction/ non fiction writing, such as: 2-3 part story (e.g. using story map/planner), Instructions, Fact cards (e.g. using a 'spidergram' to collate information)

Early learning goals:

Word reading: Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 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.

Comprehension: Children at the expected level of development will: - Demonstrate understanding of what has been read to them 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.

Writing: Children at the expected level of development will: - 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.