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|  | **Autumn 1**  **7 weeks** | | **Autumn 2**  **7 weeks** | |
| **Curriculum Areas** | **All the Colours of the Rainbow** | | **Seasons and the Weather** | |
| **CLPE Texts** | **Owl Babies**  **(3 weeks)** | **We’re Going on a Bear Hunt**  **(2 weeks)** | **Puffin Peter**  **By Petr Horacek**  **(3 Weeks)** | **The Everywhere Bear**  **By Julia Donaldson**  **(3 weeks)** |
| **Reading and Writing Outcomes** | **Reading -**  Listen attentively to stories at the appropriate interest level. *Joins in with repeat refrains.*  -Recite simple rhymes.  -Holds a book correctly.  **Writing**  -Gives meaning to marks they make. *Draws pictures in adult led and independent activities.*  -Fine motor activities  -Feelings box, describe feelings towards day and night. | **Reading –**  -Story retell through illustrations  -Responding to illustration  -Language play  **Writing-**  -Act out stories through role play activities, using simple props  -Debate and discussion  -Visualising and artwork | **Reading -**  -Recognises familiar text.  -Differentiate between text and illustrations.  **Writing -**  -Show awareness that writing communicates meaning.  Caption writing  Non – Fiction Writing  Responsive sentences  Responsive art  Descriptive Phrases and sentences  Thought/ speech bubbles  Story maps  Oral Retelling  Book making | **Reading –**  Exploring Rhyme  Name recognition  Alliteration  Responding to illustration  **Writing –**  Posters  Advice Notes  Shared writing  Journal Writing /Drawing  Class Book names and initial sounds |
| **Phonics Focus** | Phase 1 Phonics  Aspect 1 – Environmental Sounds  Aspect 2 - Instrumental Sounds  Aspect 6 – Voice sounds | | Phase 1  *Aspect 3 – Body percussion.*  *Aspect 4 – Rhythm and rhyme.* | |

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|  | **Spring 1**  **5 weeks** | **Spring 2**  **6 weeks** | |
| **Curriculum Areas** | **Keeping Healthy** | **Nursery Rhymes** | |
| **CLPE Texts** | **Handa’s Surprise**  **By Eileen Browne**  **(3 – 4 weeks)** | **The Gruffalo**  **By Julia Donaldson**  **(3 Weeks)** | **Tanka, Tanka Skunk**  **By Steve Webb**  **(3 weeks)** |
| **Reading and Writing Outcomes** | **Reading –**  -To understand that print has meaning and can have different purposes  -We read English text from left to right and from top to bottom  -The names of the different parts of a book  -Page sequencing  **Writing –**  Understand that thoughts can be written down.  Shared Writing  Responding to illustration  Drawing and annotating  Writing in role | **Reading –**  -Rhyming jigsaw pieces for the children to find their own rhyming pairs.  -Recall the main points in text in the correct sequence.  -Talk about events, settings and characters.  -Respond to questions about how and why something is happening  **Writing-**  Design a creature poster.  Thought Bubbles  Letters or notes to the animals  Shopping list  Gruffalo Crumble recipe  Mark making materials | **Reading-**  Chiming in with known stories  Oral blending and segmenting of words  Syllabification  Looking at Language  Performance reading  Rhyme and song  **Writing**-  Exploring syllables in words Using words and phrases to describe animals and their characteristics Statements and questions about animals  An oral performance of a text Orally blending and segmenting words |
| **Phonics Focus** | Phase 1  *Aspect 1 -Env. Sounds.*  *Aspect 2 – Instrumental sounds.*  *Aspect 3 – Body percussion.* | Phase 1  *Aspect 5 – Alliteration.*  *Aspect 6 – Voice sounds.*  *Aspect 7 – Oral blending and segmenting* | |

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|  | **Summer 1**  **6 weeks** | | **Summer 2**  **6 weeks** | |
| **Curriculum Areas** | **How many legs does a spider have** | | **Dinosaurs** | |
| **CLPE Texts** | **Yucky Worms**  **By Vivian French**  **(3 Weeks)** | **Aaaarrggh Spider !**  **By Lydia Monks**  **(2-3 Weks)** | **Here’s A Little Poem**  **By Jane Yolen and Andrew Fusek Peters**  **(3 weeks)** | **A Great Big Cuddle**  **By Michael Rosen**  **(3 weeks)** |
| **Reading & Writing Outcomes** | **Reading –**  Demonstrate understanding when talking with others about what they have read  Word collecting  Movement and dance  Talk about themes of simple texts  **Writing –**  Drawing and annotating  Illustration and Artwork  Information Writing  Messages to worms  Shared Journal  Caption writing | **Reading –**  Predict storyline  Use picture clues  Debate and argument  Word collection  Creating new Rhymes  **Writing –**  Label diagrams  Writing messages  Role play and shared writing  Using technology / internet to research  Painting and collage | **Reading –**  -Develop Phonological awareness  -Keeping and following a rhythm  -Responding to illustration  **Writing –**  Word Recognition – initial sounds  Sound / symbol relationship  Identifying rhymes  Visualising and artwork | **Reading –**  -Experience a wider range of poetry  -Playing with words and phrases  -Exploring Rhyme  **Writing –**  Mark making materials.   * Post cards * Sentence strips * Books   Word collections  Poetry Box  Performing poetry |
| **Phonics Focus** | Phase 1  *Aspect 4 – Rhythm and Rhyme.*  *Aspect 7 – Oral blending and segmenting* | | Phase 1  *Aspect 5 – Alliteration.*  *Aspect 7 – Oral blending and segmenting.*  *Some initial ph2 (SATPIN).* | |

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|  | Engage in extended conversations about stories, learning new vocabulary.   * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately. |
| **Literacy** |
| Three and Four-Year-Olds |
| * Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom   - the names of the different parts of a book  - page sequencing   * Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother |