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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 writingNon – Fiction WritingResponsive sentencesResponsive artDescriptive Phrases and sentencesThought/ speech bubblesStory mapsOral RetellingBook making | **Reading –** Exploring RhymeName recognitionAlliterationResponding to illustration**Writing –** PostersAdvice NotesShared writingJournal Writing /DrawingClass Book names and initial sounds |
| **Phonics Focus** | Phase 1 PhonicsAspect 1 – Environmental SoundsAspect 2 - Instrumental SoundsAspect 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 WritingResponding to illustrationDrawing and annotatingWriting 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 BubblesLetters or notes to the animalsShopping listGruffalo Crumble recipeMark making materials | **Reading-**Chiming in with known storiesOral blending and segmenting of wordsSyllabificationLooking at LanguagePerformance readingRhyme and song**Writing**-Exploring syllables in wordsUsing words and phrases to describe animals and their characteristicsStatements and questions about animals An oral performance of a textOrally 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 collectingMovement and danceTalk about themes of simple texts**Writing –** Drawing and annotating Illustration and Artwork Information Writing Messages to wormsShared JournalCaption writing | **Reading –** Predict storylineUse picture cluesDebate and argumentWord collectionCreating new Rhymes**Writing –** Label diagramsWriting messagesRole play and shared writingUsing technology / internet to researchPainting and collage | **Reading –** -Develop Phonological awareness-Keeping and following a rhythm-Responding to illustration**Writing –** Word Recognition – initial soundsSound / symbol relationshipIdentifying rhymesVisualising 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 collectionsPoetry BoxPerforming 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.
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| **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
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