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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wider curriculum focus** | *Science – Humans*  *All About Me* | *History – My Teacher*  *People who help us* | *Science – Animals*  *Farm Animals* | *Geography – My School*  *Vehicles and buildings* | *Science – Plants and Food*  *In the Garden* | *Creative Arts - Modelling and Food Technology*  *Monsters* |
| **WRITING** | | | | | | |
| **Purpose of writing** | Writing to inform | Writing to entertain | Writing to entertain/ inform | Writing to inform/ entertain | Writing to inform | Writing to entertain/ inform. |
| **‘Driver’ Text** | I Like Trains.  Happy Birthday Maisie. | A Brave Bear.  We’re Going on a Bear Hunt. | Hungry Hen.  What the Ladybird Heard. | Knuffle Bunny.  Alphonse, there’s mud on the ceiling. | Yucky Worms!  I will not ever never eat a tomato. | Bedtime for Monsters.  We’re Going to Find the Monster. |
| **Writing Outcomes** | Draw a picture of something they like.  Write a birthday card for Maisie. | To sequence images from a story.  Create an alternative adventure story. | Create a new ending for the story.  Make a map of our school Farm. | Create a photo map of our local area.  Create and perform a class poem. | Create instructions on how to make a wormery.  Make a healthy foods poster. | To create and design a monster of their own.  Write a book review. |
| **Reading & supplementary texts** | **Fiction -**  My mum and dad make me laugh.  I want my potty.  The Train Ride.  Dear Zoo.  **Non-fiction –**  The nose toes and tummy book.  Let’s make faces.  Body Book. | **Fiction –**  Once there were giants.  Can’t you sleep Little Bear?  We’re going on a Lion Hunt.  Emily Brown and the Elephant Emergency.  The Lion Inside.  Zog.  I want to be in a Scary Story.  Titch  **Non-fiction –**  Texts about bears.  Series of people who help us texts.  When you-re fast asleep – wo works at night-time? | **Fiction –**  Farmyard Hullabaloo  Noisy Farm  Let’s go to the Farm  The Very Silly Sheep  Driving my Tractor  Mr Gumpy’s Outing  Owl Babies  Rosies Walk  Where, oh where, is Rosie’s Chick?  We’re Going on a Picnic  Farmer Duck.  The Three Billy Goats Gruff.  The Three Little Pigs.  The Ugly Duckling.  **Non-fiction –**  Farm animal books.  Farming books.  Veterinary books. | **Fiction –**  The Gruffalo.  Greedy Zebra.  Goldilocks and the Three Bears.  Where the Wild Things Are.  Walking Through the Jungle.  The Girl with the Parrot on her Head.  Last Stop on Market Street.  **Non-fiction –**  In the City.  In the Town.  Blackbird, Blackbird, what do you do? | **Fiction –**  Superworm.  Worms.  Diary of a Worm.  Don’t Poke a Worm.  Eddies’s Garden.  Grandpa’s Garden.  Anna Hibiscus’ Song.  Ten Seeds.  Oliver’s Vegetables.  Jack and the Beanstalk.  Eat up, Gemma.  Eat your peas.  How to Grow a Dinosaur.  How to Spot a Dinosaur.  The Giant Turnip.  **Non-fiction –**  Wonderful Worms.  The Worm.  Wiggling Worms at Worm.  Sunflower Shoots and Muddy Boots.  Trees, Leaves, Flowers and Seeds. | **Fiction –**  Monster Clothes.  Monster Food.  The Colour Monster.  Glad Monster, Sad Monster.  Not Now, Bernard.  Two Monsters.  **Non-fiction –**  A First Book of Animals.  Deep in the Forest.  The Amazing Animal Adventure: An Around-the-World Spotting Expedition.  Hello World: Animals: An Amazing Atlas of Animals. |
| **Opportunities for oracy** | Book talk.  Writing in role.  Responding to illustrations.  Talk about themselves, likes and dislikes.  Talk about their senses, identifying what they can see, hear, taste, feel and smell.  Nursery rhymes with props and rhymes about trains.  Train station role play through large construction play. | Responding to illustration.  Re-enactment.  Drama.  Language play.  Debate and discussion.  Looking at language.  Poetry and performance.  Responses to illustration.  Role play and drama.  Small world re-enactment.  Hot seating  Book talk.  Oral storytelling.  Sound scaping.  Story mapping.  Role play area – school, police station, fire fighters. | Role play and drama.  Visualising.  Responding to illustrations.  Hot seating.  Storytelling.  Book talk.  Forming questions.  Animal sounds.  Sharing own personal experiences.  Role play area – veterinary. | Responding to illustrations.  Book talk.  Visualising.  Drama and role play.  Language play.  Reading aloud, repeating what the adult has read.  Personal narratives and experiences.  Oral storytelling.  Small world and role play.  Hot seating.  Writing in role.  Poetry.  Role play area – construction site.  Role play area – mechanic. | Debate and argument.  Role play and drama.  Poetry performance.  Reading aloud and re-reading, repeating what the adult has read.  Thought bubbles.  Role play area – plant and flower shop.  Observing the changes in our nursery garden.  Giving reasons for likes and dislikes to foods.  Explaining to others how to care for the plants in our garden.  Planting and real-world experiences. | Learning through play.  Book talk.  Responding to illustrations.  Collaborative poetry.  Story mapping.  Reading aloud and re-reading, repeating what the adult has read.  Role play and drama.  Visualising.  Thought bubbles and speech bubbles for characters.  Collaborative narrative play.  Role play area - café. |

**Progression in SPAG (EYFS curriculum)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy** | • Understand print has meaning.  • Engage in extended conversations about stories, learning new vocabulary.  • Understand print can have different purposes.  • Develop their phonological awareness so that they can recognise words with the same initial sound, such as money and mother. | | • Understand we read English text from left to right and from top to bottom.  • Understand the names of the different parts of a book.  • 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.  • Understand page sequencing. | | • Write some or all of their name.  • When singing songs – develop phonological awareness so that they can count or clap syllables in a word.  • Write some letters accurately.  • Develop phonological awareness so that they can spot and suggest rhymes (word endings ck, x, nk, ng taught in phonic lessons.) | |
| **Physical Development** | • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Use large muscle movements to wave flags and streamers, paint and make marks.  • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  • Use one handed tools and equipment, for example, making snips in paper with scissors.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use a comfortable grip with good control when holding pens and pencils.  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | | • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Show a preference for a dominant hand.  • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole hey dug with a trowel. | |
| **Communication and Language** | • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  • Start a conversation with an adult or a friend and continue it for many turns.  • Use talk to organise themselves and their play: Let’s go on a bus… you sit there… I’ll be the driver.  • Pay attention to more than one thing at a time, which can be difficult.  • Use a wider range of vocabulary. | | • Develop Their pronunciation but may have problems saying:  - Some sounds: r, j, th, ch and sh.  - Multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  • Use longer sentences of four to six words.  • Sing a large repertoire of songs.  • Enjoy listening to longer stories and can remember much of what happens.  • Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’. | | • Sing a large repertoire of songs.  • Understand why questions, like: ‘why do you think the caterpillar got so fat?’  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | |