

<p style="text-align: center;"><u>Autumn one</u> <u>Ourselves</u></p>	<p style="text-align: center;"><u>Autumn Two</u> Arctic and Antarctica</p>	<p style="text-align: center;"><u>Spring one Dinosaurs</u></p>
<p>writing own name-- writing labels for areas of the classroom- writing about self, introduce key vocabulary – ‘I am...’ ‘I can...’ as sentence structure</p> <ul style="list-style-type: none"> - Nursery rhymes – sing together, illustrate, label characters - Work based on texts with familiar settings Oliver’s fruit salad - sequence events from the story - describe the main character of Oliver/- label pictures from the story - ‘Some dogs do’ (home and school) - sequence events from the story - describe the main character of Sid - label pictures from the story - add speech bubbles to pictures from the story The gingerbread man story, repetitive language - ROLE PLAY – house area & baby clinic - daily phonics work – this term quick assessment of phase 1 which will have been covered in nursery/ pre school by most children, and then introduce the phase 2 sounds. 	<p>Penguin’s stories</p> <ul style="list-style-type: none"> - Character descriptions -writing bravery certificates - labelling pictures/descriptive language - sequence pictures from story - Non-fiction writing to describe features of a penguin. <p><u>Polar bear stories/ Snow Bear</u></p> <ul style="list-style-type: none"> - Character descriptions - Setting descriptions - speech & thought bubbles <p><u>Inuit’s</u> Talking and colouring Inuit pictures.</p> <p>Writing for a purpose Letter to Father Christmas Christmas card writing</p> <p>Daily handwriting practice</p> <p>Daily, differentiated phonics work, consolidation of phase two and moving into phase three. ongoing, daily letters and sounds work. Phase two and phase three</p>	<p>Ongoing, daily letters and sounds work. Phase two and phase three</p> <p>-children to write about their Christmas presents.</p> <ul style="list-style-type: none"> - Children to find a dinosaur in the outdoor area/ ask questions as to where has it come from etc. - zig zag booklets about Dinosaurs - read ‘Dinosaur roar’ – brainstorm ‘wow’ describing words for each of the dinosaurs. <p>- read ‘<u>The monster pet</u>’ – sequencing events of the story</p> <ul style="list-style-type: none"> - oral retelling of the story - write labels for what the pet eats - write shopping lists for the monsters - add speech/thought bubbles to pictures from the text. <p><u>I wish I had a Monster.</u> Write labels, make up a name and design a monster</p> <p>Continue guided and individual reading weekly . Daily, differentiated phonics work, consolidation of phase three.</p>

<p style="text-align: center;"><u>Spring two</u> <u>The Naughty Bus</u></p> <p>Write a list of things we may see on a bus journey.</p> <p>Writing features about the bus in a bus</p> <p>Shaped booklet (Non- fiction writing)</p> <p>Writing incident reports to the police about the behaviour of the bus.</p> <p>Letters to the naughty bus to ask him to stop being naughty</p> <p>Mothers' day poem and cards</p> <p>Easter Cards and Stories.</p>	<p style="text-align: center;"><u>Summer one</u> <u>How does your garden grow</u></p> <p>Daily, differentiated phonics work, consolidation of phase three and working on phase four</p> <p><u>Talking about our holidays</u></p> <ul style="list-style-type: none"> - Recount of our holidays both orally and written <p><u>Peter Rabbit</u></p> <ul style="list-style-type: none"> -Discuss the morale's of Peter Rabbit -Writing in shaped booklets – -story maps <p><u>Jack and the Beanstalk</u></p> <ul style="list-style-type: none"> -sequencing the story and writing about it. - acting out the story <p><u>The Little Red Hen</u></p> <p>Talk about the morale's of the story and how we can help each other</p> <p><u>The Hungry Caterpillar</u></p> <ul style="list-style-type: none"> -Life cycles of caterpillars - Writing sequential stories/make class big book -predict what comes next <p><u>Farm Trip</u></p> <ul style="list-style-type: none"> - Recount of the trip using photographs taken and writing in sentences - Discuss our favourite animals. 	<p style="text-align: center;"><u>Summer two</u> <u>Animals around the world.</u></p> <p>Consolidation of phase three phonics ready for year one.</p> <p>Daily, differentiated phonics work,</p> <p><u>Rainbow Fish</u> /character study of the rainbow fish/ talking about being kind, talk about Grace Darling and how she helped people.</p> <p><u>Commotion in the ocean</u>/ talk about different fish/ non –fiction writing</p> <p><u>Handa's Surprise</u></p> <p>Retell of the story</p> <p>Talk about the settings for the story/ country</p> <p><u>Elmer</u></p> <p>Children to write a description of Elmer.</p> <p><u>Giraffes can't dance story /</u></p> <p>Writing about different animals and them habitats</p> <p>Writing about themselves for the year one teacher</p>