
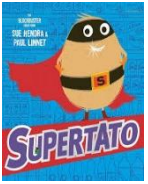
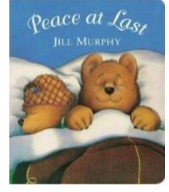



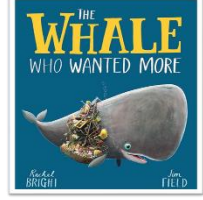


Class 1 Nursery/ Reception	Autumn 1	Autumn 2	Autumn Poetry	Spring 1	Spring 2	Spring Poetry	Summer 1	Summer 2	Summer Poetry
		 <p>Peace at Last by Jill Murphy</p>	<p>Creepy Crawly by Anon &amp; Busy Bugs by James Carter</p>			<p>The Farmyard by A. A. Attwood</p>			<p>Behold by Mary Kawena Pukui</p>
<p><b>Writing Outcome</b></p>	<p><b>Nursery outcome:</b> Some pupils may choose to draw/mark make some of the story.</p> <p><b>Reception children:</b> Oral retelling of story. Draw images and write labels to represent the story.</p>	<p><b>Nursery outcome:</b> Use story images for pupils to join in with key events and phrases in a retelling of the story.</p> <p><b>Reception children:</b> Oral retelling of story. Draw images and write labels to represent the story.</p>	<p><b>Class Performance Poem</b></p>	<p><b>Nursery outcome:</b> A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p><b>Reception outcome:</b> To label a plan and attempt to write a simple caption.</p>	<p><b>Nursery outcome:</b> To draw/make a crocodile and be able to describe some of its features to a familiar adult.</p> <p><b>Reception outcome:</b> To create a story map of the journey and write labels/captions/sentences describing the crocodile.</p>	<p><b>Performing for an audience</b></p>	<p><b>Nursery outcome:</b> To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making</p> <p><b>Reception outcome:</b> To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships</p>	<p><b>Nursery outcome:</b> To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish</p> <p><b>Reception outcome:</b> To rewrite a story</p>	<p><b>Observation Poem</b></p>
<p>Nursery</p>	<p><b>Communication and language</b> Can start a conversation with an adult or a friend.</p> <p><b>Reading</b> Understand the five key concepts about print: print has meaning, print can have different purposes.</p> <p>we read English text from left to right and from top to bottom.</p> <p>the names of the different parts of a book</p> <p>page sequencing.</p> <p><b>Non-negotiables</b> Add some marks to their drawings, which they give meaning Enjoy drawing freely</p>	<p><b>Communication and language</b> Know many rhymes. Use a wider range of vocabulary. Can start a conversation with an adult or a friend.</p> <p><b>Reading</b> Understand the five key concepts about print: print has meaning, print can have different purposes.</p> <p>we read English text from left to right and from top to bottom.</p> <p>the names of the different parts of a book</p> <p>page sequencing.</p> <p><b>Non-negotiables</b> Add some marks to their drawings, which they give meaning to e.g. "That says mummy" Enjoy drawing freely Make marks on their picture to stand for their name</p> <p><b>Mastery</b> Use some of their print and letter knowledge in their early writing</p>	<p><b>Communication and Language</b></p> <p>Children in reception Begin to understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Engage in non-fiction Books</p> <p>Learn new vocabulary</p> <p>Articulate their ideas and thoughts</p> <p>Describe events in some detail</p> <p><b>Reading</b> Children in reception Develop their phonological awareness so that they can spot rhymes</p> <p>count and clap syllables n a word and recognise words with the same initial sound.</p>	<p><b>Communication and language</b> Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend</p> <p><b>Reading</b> Understand the five key concepts about print: print has meaning, print can have different purposes.</p> <p>we read English text from left to right and from top to bottom.</p> <p>the names of the different parts of a book</p> <p>page sequencing.</p> <p><b>Non-negotiables</b> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name</p> <p><b>Mastery</b> Use some of their print and letter knowledge in their early writing</p>	<p><b>Communication and language</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns</p> <p><b>Reading</b> Understand the five key concepts about print: print has meaning, print can have different purposes.</p> <p>we read English text from left to right and from top to bottom.</p> <p>the names of the different parts of a book</p> <p>page sequencing.</p> <p><b>Non-negotiables</b> Use some of their print and letter knowledge in their early writing</p> <p><b>Mastery</b> Use some of their print and letter knowledge in their early writing Write some or all of their name</p>	<p><b>Communication and Language</b></p> <p>Children in reception Understand how to listen carefully and why listening is important</p> <p>Use new vocabulary throughout the day</p> <p>Describe events in some Detail</p> <p>Begin to use talk to help work out problems and organize thinking and activities</p> <p>Begin to articulate their ideas and thought in well-formed sentences</p> <p>Learn rhymes poems and Songs</p> <p>Listen carefully to rhyme and songs paying attention to how they sound</p> <p><b>Reading</b> Children in reception Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondence</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words</p>	<p><b>Communication and language</b> Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)</p> <p><b>Reading</b> 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</p> <p><b>Non-negotiables</b> Use some of their print and letter knowledge in their early writing Write some or all of their name</p> <p><b>Mastery</b> Use some of their print and letter knowledge in their early writing Write some or all of their name</p>	<p><b>Communication and language</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play</p> <p><b>Reading</b> 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 Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Non-negotiables</b> Use some of their print and letter knowledge in their early writing Write some or all of their name</p> <p><b>Mastery</b> Use some of their print and letter knowledge in their early writing Write some letters accurately</p>	<p><b>Communication and language</b> Use new vocabulary in different contexts</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Use talk to help work out problems and organize thinking and activities</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p><b>Reading</b> Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exceptions words</p> <p><b>Writing</b> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Re-read what they have written to check that it makes sense</p>

<p style="text-align: center;">Reception</p>	<p><b>Communication and language</b> Engage in story times Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p><b>Reading</b> Read individual letters by saying the sounds for them.</p> <p><b>Non-negotiables</b> Use some of their print and letter knowledge in their early writing</p> <p><b>Mastery</b> Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><b>Communication and language</b> Engage in story times Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.</p> <p><b>Reading</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p><b>Non-negotiables</b> Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page write 'm' for mummy Write some or all of their name Write some letters accurately</p> <p><b>Mastery</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly</p>		<p><b>Communication and language</b> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books</p> <p><b>Reading</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read a few common exception words matched to the school's phonic programme</p> <p><b>Non-negotiables</b> 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; write 'm' for mummy Write some or all of their name Write some letters accurately</p> <p><b>Mastery</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p>	<p><b>Communication and language</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Reading</b> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme</p> <p><b>Non-negotiables</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p> <p><b>Mastery</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p>	<p><b>Writing</b> Children in reception Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><b>Communication and language</b> Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs (add to unit)</p> <p><b>Reading</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme</p> <p><b>Non-negotiables</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p> <p><b>Mastery</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense</p>	<p><b>Communication and language</b> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p> <p><b>Reading</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><b>Non-negotiables</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense</p> <p><b>Mastery</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p>	
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