	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L- Comprehension	Nows that print carries meaning and, in English, is read from left to right and top to bottom Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Introduce Makaton signs for settling in Ask relevant questions during hot seating. Use inference skills to talk about pictures. Has an interest in looking at different books.	Talks about events and principal characters in stories and suggests how the story might end     Looks at and enjoys print and digital books independently     Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Retell core story with reference to key story parts and repetitive words. Daily inference cards in Literacy lessons. Inventing our own stories. I can recognise familiar logos	Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)     Describes main story settings, events and principal characters in increasing detail	Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves Describes main story settings, events and principal characters in increasing detail	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.     Anticipate (where appropriate) key events in stories.     Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  Describes main story settings, events and principal characters in increasing detail  Uses inference skills to predict or state what is happening/going to happen in a story.  Blank level questions	Demonstrate     understanding of what     has been read to them by     retelling stories and     narratives using their own     words and recently     introduced vocabulary. •     Anticipate (where     appropriate) key events in     stories. • Use and     understand recently     introduced vocabulary     during discussions about     stories, nonfiction,     rhymes and poems and     during role play.
L- Word reading	Recognises familiar words and signs such as own name, advertising logos and screen icons     Starts to recognise taught Makaton symbols.     Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Christmas reading cvc challenge. Role on the wall and Hot seating with an emphasis on new vocabulary from the story Burglar Bill.	Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example     Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them     Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by soundblending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	ew-Literacy- rear Necep					
L- Writing	Sometimes gives meaning to their drawings and paintings Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Develops ability to write words using their phonics knowledge such as a list of stolen items and a wanted poster for Burglar Bill. Writing in a Christmas card (my name).	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Injustice to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name     Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	Write recognisable letters, most of which are correctly formed.       Spell words by identifying sounds in them and representing the sounds with a letter or letters.       Write simple phrases and sentences that can be read by others.     Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	Write recognisable letters, most of which are correctly formed.    Spell words by identifying sounds in them and representing the sounds with a letter or letters.    Write simple phrases and sentences that can be read by others.
Topic Names	My community and	People who help us	Winter and	The great outside	We're going on a bug hunt!	Journeys to
	Autumn in my local	and different	adventures in	and Spring begins!		different
	area.	celebrations such as	space.	1 3 3 3 3 3 3		places.
		birthdays, weddings				
		and religious				
		festivals. changes in				
		the weather.				
Celebrations and	Halloween	Diwali Bonfire night	Valentines day	World book day Mothers day	Ramadhan Eid	Fathers day
experiences		Children in need Remembrance day Christmas	Lunar new year	Pancake day Easter	Eiu	Sports day Transition day
Curriculum	Shopping list to buy	Burglar bill stealing equipment	Building snowmen	Design a picnic box- healthy	Teddy bear's picnic and bug hunting in the	Farm visit
Enrichment / Trips	ingredients to make bread.	from our classroom.		eating and make food	school grounds.	

Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6
Comprehension	Orally retell the	I can read some print	Innovate the story	I can roleplay in	I can recall information	I can answer
	story of The Little	in the environment	Whatever Next?	the garden centre	about minibeasts.	questions about
	Red Hen.			(role play area).		The Three Billy
						Goats Gruff using
						complete
						sentences.
Curricular Milestones	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6
Word reading	Daily Judith Brindle	Complete the	Read the frozen	Dig the words from	Shared read of a letter from	Read a phonics
Word reading	Rhythm and Rhyme	Christmas reading	harder to read and	the soil and put	Norman the slug	book on Oxford
	sessions and the	challenge by reading	spell words.	them in the right		Owl with my
	Rhyme spine.	cvc words.	Spen words.	order to make a		family at home. I
	Tanyine spine.	eve words.		simple sentence.		will draw a
				Simple serieerice.		picture to show
						what happens.
Curricular Milestones	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6
MATERIA III	Use the writing	Write my name on	Write a list of	I can write a	I can write a label for any	I can write a note
Writing	resources in the	my Christmas card.	things I would take	description of my	part of my classroom.	to my new Year 1
	home corner and	illy Cillistillas card.	to space.	favourite plant	part of my classroom.	teacher.
			to space.	ravourite plant		teacher.
Master classes	Bakery.  Introduction to the areas/	Children access the feelings area	Making green	Observational drawings of	Model using role play area.	Model using role play
muster elasses	What tidy looks like/ finding	independently. They use their	Design before making	daffodils	Inventing a story using small world and	area.
	your name on your peg and tray/ hanging your coat on	mini- me's to self register.  Model using role play area Police	Model using role play area  Space station.	Model using role play area Garden Centre.	block play.  Begin to use wood work area outdoors.	Inventing a story using small world and block
	the peg/ how we use the	Station.	Inventing a story using small	Inventing a story using small	Butterfly life cycle and care.	play.
	toilets and wash our hands/	Mixing powder paint.	world and block play.	world and block play.		Discussing our worries for
	Carpet spaces/ Class rules and routines/ Using the visual	Clearing up after we have painted.	Begin to use more enhancements in the	Begin to paint using inspiration and more		Year 1. Writing questions to our
	timetable/ What are our	How we join materials.	painting area.	accurate representations.		Year 1 teacher.
	aspire Values/ Achievement points/ Model using role play	Using a hole punch (BB mask) Inventing a story using small	Using new construction equipment (upscaled	Different ways of joining.		
	area Bakery/ Inventing a	world and block play.	provision)			
	story using small world and block play/ Children are		Write labels for our class plants.			
	introduced to the worry		piants.			
	monster.					
Hooks for learning	The Little Red Hen sends us	Burglar Bill enters the classroom	Ollie the alien crash lands in	Roger the rabbit steals our	Norman the silly slug thanks us by giving us	Reception children try to

carried and over the	ew Literacy real neces	761011				
Makaton language	because we sent a letter to the animals about how they should have helped the Hen.  Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen	the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.  Brother Sister Mummy Daddy Fireworks Policewoman House/home Window Scissor disco Paint-I2 To think-I2 Picture-I2 Sand(2)-I2 To create/to model Water Sand To make/ to create To know I like	He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.  *All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More	excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!  Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar	designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.  Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge
	- '		(= 1/	Orange *All colours		
Magpie wall (vocabulary) CHN think of their own words. This will be amended.	Recipe/ Instructions/windmill/team work/ perseverance/ autumn/ Unique/ Kind/sound talk/blend/ clever/intelligent/letter	Burglar/sneaking/creeping/thief/ friendship/support/ sense (in reference to does the sentence make sense?/ To and from/and/because/first/next/aft er that/finally	Journey/ Travel/ preparation/ favourite/ Full stop/capital letter/ finger spaces/ then/	Growing/compost/manure/seeds/*Parts of a flower/	Wiggly/sliding/devastated/thoughtful/cacoon/	Bridge/material/Balance/describe/adjective/
Colourful semantics /	Stage 1/2 Who? What doing?	Stage 3 Who? What doing? What?	Stage 3 Who? What doing? What?	Stage 4/5 Who? What doing? What? Where?	Stage 4/5 Who? What doing? What? Where?	Stage 5 Who? What doing? What? Where? When?/Describe.
Inference picture	Introduce Daily inference at the start of the Literacy lessons.	Daily inference at the start of the Literacy lessons- Start to use talking partners. Focus on Level 1 and 2 (Naming things and Describing things)	Daily inference- Blank levels 3 questioning. (Naming, describing, Re- telling)	Daily inference-Blank levels 1-4 questioning. (Naming, describing, Re- telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re- telling and Justifying)

Curriculum Overvi	ew- Literacy- real Recep	7(1011				
	Focus on Level 1 and 2 (Naming things and					
SEND- ELKLAN	Describing things) Settling in and use transition notes from Nursery settings to support children with additional needs.	Referrals to external agencies/ initial concerns forms and meetings with parents made. Start ELKLAN practices in provision.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.
NELI	Settling in.	Screen all the Reception children for a summary on language.	Intervention programme begins.	Intervention programme begins.	Intervention programme begins.	Intervention programme ends and Screening takes place for progress.
			Typical Writing pro	ogression		
	Pre-writing			Let	ter strings	
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
	\$255 \$255 \$255	2022 2022 2022 2022 2022 2022 2022 202	0140 P1717 P1717	AC8CO AEPO	At POIL ATPIEDI ATPIEDI APTIEDI	TS BAA I COW FHJ LHA
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble	different words
Early	Letter n	ame stage	Transitional Stage			
Phonemic Stage						
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Writing words	Caption writing	Writing using phase 3 sounds too.	Can use own knowledge to write simple sentences including harder to read words.

Curriculum Overvi	ew- Literacy- Year Recep	otion				
the I is see lites 12345	IVADAAO	We want to the store.)  I Kmi Bk.	Thehcanr (The horse can run.)			
Awareness of	Beginning and	Medial sound may	A child hears	\	Whole sentence writing develops.	
print, copied	ending letters are	initially be written as a	beginning, middle			
from	used to represent	consonant.	and end sounds.			
surroundings	words	Vowels begin to				
		appear.				
Finger grip stage	Identify which stage children are at by using the 'finger grip stage' document. This needs to be	Fixted groups or Polimear Suppliments Groups  - Parell habid in the day and - Parell habid in the parell.  - Parell habid in the parell parell parell parell parell parell parell.  - Light crothine our produced with this parell pin.  - Digital Promote Groups  - Parell Supers our habiding the percel but the write is toward on that the parill  - Parell Supers our habiding the percel but the write is toward on that the parill  - Parell Supers our habiding the percel but the write is toward on the color.  - Parell Supers our habid parell pare	Dyna	mic Tripod Grasp  Pencil is held in a stable position between the th finger. The ring and little fingers are bent and rest complete in index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficient accurately and for letter formation practice.	10000 PM 1400 PM 1000	
	tracked whenever	Movement occurs from the wrist; the hand and fingers move as a whole unit.     Topog lines, crossed lines and simple humans can be drawn with this grip.			_	
	progression is	Static Tripod Grasp or Static Quadropod Grasp				
	shown.	* A three-finger group, where the thumb, index finger and middle finger work as one unit.     * Movement is usually from the wrist with this static grosp.     * A static condroved crist has a fearth finaer involved.				
Rhythm and Rhyme	Poetry and singing daily session soine  Paems, thems and longs have been selected to cover a vider range of poetry features. Including dryving, all illeration, tool stores,	Triangles, circles and squares can be capied with this grip.	Poetry and singing daily session spine  Poems, rhymosord songs have been selected to cover a wide range of poetry features. Including rhyming, allientation, bud laread,	Poetry, and singing daily session spine  Poem, rhymas and songs have been selected to cover a wide range of poetry features. Including fromley, alleration, beatises, increases/plannarus, chytokia and nyelfon.	Poetry, and sleeding daily, seesilen, solete Press, Chapters and America Seesilen, seeding solet and seesilen, solete Press, Chapter and America Seesilen, seeding solet and seesilen, solet, solet, seesilen, solet, solet, solet, seesilen, solet, sole	Poetry and singing daily session spine  Poems, rhymas and longs have been saleded to cover a wide range of poetry features. Including rhymae, all enables, feetbeen, consequences/plannous, rightmix and or particles.
Poetry and singing	Enymes and posity bases are also another in the bases corners.  Encaption  Pyress  Numery theress  Tallotte Zalotte	connection/harmonia, rhythmic and or petition.  Entryme and posity brokes are also auclides in the broke conven.  Recoption  Thomas   Name   N	Bityme and pastry basis are also auxiliate in the basis common.	Elymna and posity backs are also available in the back corners.  Recognition  Showwas horsery rhymna Technica States  Technica States Technica States Service States Service States Service Se	CONSEQUENCE OF THE CONSEQUENCE O	Enyme and postry books are also analysis in the book corners.  Reception  Skywna Nursery Hymna Twinter Zadolda  Twinter Zadolda  Tarticle Typicity, Charles has far
daily session spine	White Fifty West Classes State Countries, objection Countries, objection State. (See See See See See See See See See See	To delate <u>Pagability</u> Consortion for Miller Fely Miller Consortion of the Miller Fel Miller	What Tally Her Cross Bars Counting thymne Counting thymne Sites, date of an animal con-	Main Fully Will Cross Bars  Counting rhymne  One, Two Duckin My Stone  Sinte, - (less of anisations)  In this behalf in themse	Testa to Testa Construct Construct to the Testa Construct Cons	Minis Paly  Bird Cream Bars  Gourning rhymne  One, Two Barkin My Stone  Siller, John of annialisms  Joshib briefel educates
Charanga	Audith behalf orbymes  The Arith Layer.  Chic cone.  Tatig bear, which has go Gaine gading excelor 0  Remarks.	Indich beloif erhytese  Town this type.	Book this belief in the press  The with tage.  Crise cross  Though boar, bridly board  Engine guiden subsects  Bookses to	Tools cross  Tools cross  Tools plant, tools have!  Gainer cross grander 9  Bourses  Apper here	Audits Default of Agence  The solid Large- Class cross  Totally Joseph London  Experimental Solid Control  Experim	Crise to per.  Crise to per.  Trickly hour, toddy hour of Engine graphy analyse to Bournass Apple tree
Charanga	Learning of Learning Control of Learning Learning Control of Learning Learni	Apple time Larminate Collect coulding Gray to the words Florer wards	Apprende Leminade Colfere golden Gong to the worse Porer augus Lince john	Lementaria Genter guidate Genter bit month per lementaria Direct parte Jump since Jump since Jump since After State	Apper here  Limmand	Lineminade Go Mer Coulding Gening to the wester Privary account United paths
	3 tions useds More White Their and byg An by you is graine Come to their bitchers	Unce you no 2 term cods Mary White Ret as not tigg Mary on youth Case, in the kitchen	Ji Eero oots Mer White Rat a tat t <u>ag</u> Ah iy or a politic Cova in the biblion	Mes White Mes white Mes as last W  All a last W  All per on patient Cove in the Allchen  Reportable chants and Working open or the Michael Roses  Working open or a Mes and Allchen	The matter Mon White Mon White Make a testing Mon a testing Mon Mon Mon Mon Concer to the Montone  Concer to the Montone	Not Write Rut a lat 196 Rut a lat 196 Rut o
	Repetitive charts and chirp going are a learn it may by Michael Tipsen drivens.  Clastification for Cop by Michael Tipsen drivens.  Mark Interlapse on Wheel by Question Elizabe Mark American on the executive Sypposition Elizabe Mark American by Grant Seriabe Mark American Delizabe Mark American De	Reportible chants and Marins going on a bear Hunt by Michael Rises  Marins Rabidit Foo (mg by Michael Rises  Marins Rabidit Rises  Marins Rab	Reposition charact and  with the group on a few Hunter Visitional Research  depress. Little Rabel For Gigg by Michael Research  Mrs. Amerikage on Wheels by Counters Dates  Mrs. Amerikage on Wheels by Counters Michael  Mrs. Amerikage on Wheels by Counters  Mrs. Amerikage on Wheels by Counters  Mrs. Amerikage on Mrs. Amerikage  Mrs. Amerikage on Wheels by Counters  Mrs. Amerikage on Mrs. Amerikage  Mrs. Amerikage on Wheels by Counters  Mrs. Amerikage on Mrs. Amerikage  Mrs.	theyenes. Limit Radio Foot (pg), by Michael Rosen.  For Schentinger or More they Counted Basis  For Schentinger or More they Counted Basis  For Schentinger or More restars by Character Basis  For Schentinger or the Schen	Figuretion of shorts and of over people on a loss of notice by Michael Figure to the short of th	thypenes. Little Read Top (gg by Millional Reason Mrs. Ameritage or Winner by Countril Stable Mrs. Ameritage or Mrs. Breat by Classific Blake Mrs. Ameritage in the resize by Classific Blake William or the bits William or the bits
	Head, whealters, knew and tone This oil mass powers Traditional powers Finds a Carbine a Counting From by vider's bloom The Dark Walled Learn An abbelled his boards about a Color Ware	When his in the loss Interd, Allerten, Notes and Interd This staff has a greatest This staff has a continue to the staff has a powers powers Traditional powers Tribs a Continue Country (hours by chairs bitter) The Dark Wilcolf - Hours The Dark Wilcolf - Hours The Dark Wilcolf - Hours	Head, shoulders, however discovery growing the property of the second tree. This section was a relative to the second tree of t	peoms Traditional peoms from the committee of the committ	powers  Traditional powers	process Traditional powers Traditional Courting Priors of them This of State Courting Priors by valuetic Motors The Dark Most Courting Priors by valuetic Motors The Dark Most Courting Priors by Valuetic Motors An alphaber of benefits in Africa. Cellar West (1) Frond by the Calego and figure Field
	Beet constants preserve.  Oil Floring the tigat Engage, and if her fixed to Color Devices (origin and his rivided Color Devices (origin and his rivided Color Devices Action origings, and him Field Nickhames by Kreen Newbill	The state of the s	Of Fingli for the Single, and rife Field Of Cell to log Coping and Fin Field Of Cell to log Coping and Fin Field Of Ongli by Spg. 6 Cell riggs, and line Field Nick harders by Kenn Reshitt	Our World  Our World	Best carecomp prevent Of Straight or the Calegory and the Facial Of Straight or the Calegory and the Facial Of Straight Of Str	Reflect, Rewind & Replay
	Me!	My stories!	Everyone!	Our world		Reflect, Rewilla & Replay
Aspire and British	Individual Liberty- Learn the	Democracy- Turn taking when it	Democracy and Mutual	Democracy- Vote for our	Democracy- Vote for our ladyroyd Hero by	Democracy- Vote for our
values	characters for the Aspire values.	is 'me then you' during phonics sessions.	respect- sow seeds outdoors.  Mutual Respect-	ladyroyd Hero by writing their name.	writing their name.	ladyroyd Hero by writing their name.
	Democracy- Choose which	Individual liberty- Talking about	Democracy- Vote for our	Democracy and Mutual		
	book the adult should read at	how the characters feel in the	ladyroyd Hero.	respect- Water the plants in		
	the end of the day using self- choosing options (name	story BB.  Mutual respect- Read books on	The rule of law- What does an Astronaut do?	the classroom and sow seeds outdoors.		
	cards/mini-mes)	Christmas, Diwali ,Bonfire night	an Astronaut do:	Democracy- Vote for our		
				favourite plant.		

Carricularii Overvi	ew-Literacy- real Necep	7011				
	Democracy- Turn taking	,Children in need and				
	during rhythm and rhyme	Remembrance day.				
	songs and discussions.	The Rule of Law- BB entering the				
	The rule of law- Children use	classroom (see hook for				
	NELI poster- sit still, listen,	learning)				
	look and be quiet.	Democracy- Vote for our				
	Democracy- Vote for our	ladyroyd Hero.				
	ladyroyd Hero.	,,				
Personal	10. Bake food and eat it.	2. Go to forest school.	14. Write my name.	12. Watch a plant grow.	5. Work or play with children in other year	3. Take part in sports day.
Development Plan	15. Fasten my coat.	8. Go to the library.	19. Know where you live.	9. Have a picnic.	groups.	17. Visit a farm.
Development	16. Make a friend.	18. Dress up for role play.	20. Build and play with	3. Have a pierne.	g, cups.	Tr. Visit a farm.
	6. Experience another	10. Dress up for fore play.	different materials.			
	language.		different materials.			
	13. Learn a song.					
Phonics coverage	Phase 2	Phase 3	Phase 3-4	Phase 3-4	Phase 4	Phase 4
(Essential letters and	<u>Priase 2</u>	Phase 3	Filase 5-4	Filase 5-4	<u>Filase 4</u>	<u>rnase 4</u>
sounds)						
	Db 1 Ddi-ti /Ilt	I ts of the front cover, inference of the			d 4h di\	
Phillip webb	· · · · · · · · · · · · · · · · · · ·			ry and predict the ending and rea	a the enaing)	
approach	• ,	n the wall, hot seating, zones of emo	otion, ordering the story)			
Litanaan	Phase 3- Writing (story maps, v Week 2- Inference on the	,	\\\\- = \l. 1	Week 1-	Week 1-	1
Literacy		Week 1- Holiday recount	Week 1-			
	story/Predict the	Inference on the front cover.	Holiday recount	Holiday recount	Holiday recount	
	ending/Read the full	Diwali	Inference on whatever next	Inference of The Enormous	Inference on Norman the slug	
	story/Marvellous me! For	Bonfire night	Week 2-	Turnip	Predict the ending	
	Reception	Week 2-	Predict the ending	Predict the ending	Read the ending	
	Week3- Story map/Innovated	Predict the ending	Read the ending	Read the ending	Week 2	
	story map/	Read the ending.	Role on the wall	Week 2	Bees	
	Community helpers for	Role on the wall	Hot seating	Story map	Order the story	
	Reception Shared write	Day and night	Week3-	What am I? Fruits/beg	Week 3	
	shopping list.	Week3-	Story map	Hot seating	Drawing the story map	
	Week 4- All about	Hot seating	Story ordering	Role on the wall	Innovate	
	Autumn/Read instruction on	Story map	Innovate the story map	Week 3	Slugs and snails	
	how to make bread/ Lost and	Innovate the story	Space facts	Innovating	Role on the wall	
	found for Reception Giants!	Invent a story	Week 4-	Write a list of healthy foods	Week 4	
	For Reception/Helping bear	Week 4-	Invent a story	Plant cress	Hot seating	
	Mixed with Who's who.	Oral hygiene list	Space facts	Inventing	Norman adventure	
	Week 5- Invented story	Write a list of things Burglar Bill	Space facts	Week 4	Planning butterfly garden	
	map/Write a letter to the	stole/letter.	Space facts	Where to carrots grow?	All about ants	
	penguin/ Helping	Police officer information	Week 5-	Spring	Week 5	
	bear/Friendship tree	Hibernating animals	Bear facts	Mothers Day	Worms	
	Week 6- Families for	Week 5-	Chinese new year	Plant a seed	Inventing	
	Reception/Woodland walk	The nativity story	Betsie journey	Week 5	Labelling minibeasts	
	for Reception/Leaf man/who	Owls research	Writing a postcard to betsie	What am I? Plants	Diary of a spider	
	lives in the woods?	Visit to the dentist oral hygiene	Week 6-	Describe a plant	, , , , , , , , , , , , , , , , , , , ,	
	Week 7- Wild ones for	Wanted poster	Space labels	All about rabbits		
	Reception/Harvest time for	Week 6-	Write a list of things to take	Week 6		
	Reception/	Oral hygiene- healthy eating	to space	Easter		
	Week 8- Leaf man/making	Write a Christmas card	Different types of transport	How to make a jam sandwich		
	autumn playdough/who lives	Burglar Bill- Write a list of stolen	Hot air balloons	Labelling vegetables		
	in the woods/making leaf	goods.	Week 7- valentines day	Colourful semantics The		
	, ,	Week 7-				
	man books	Week /-	Train journeys	Enormous turnip.		

	w- Literacy- Year Recep					
		The season of winter. Celebrations. Seasonal celebrations.	Lost and found Passports at the ready			
thinking	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich environment through good quality interactions.  Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Writing sentences Sequencing a story Poetry – rhyme Instructions Narrative – retell an ending	comparison of alternative texts				

Curriculum Overvie	ew- Literacy- Year Reception
	Coordinating conjunction (and)
	Verbs
	Adjectives
	Exclamation marks
	Prefixes to change the meaning of verbs and adjectives (un-)
	Question marks
	Plural noun suffixes (-s, -es)
	Verb suffixes (e.ging, -ed, -er)
	Consolidation

## STATUTORY EDUCATIONAL PROGRAMME:

It is crucial for children to develop a life-long love for reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension 9necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and the composition (articulating ideas and structuring them in speech, before writing).