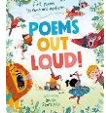

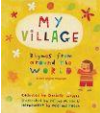
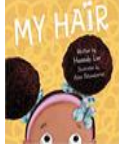

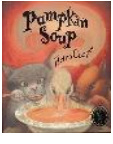

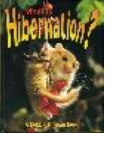


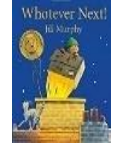





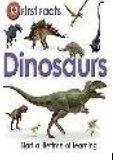


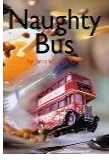

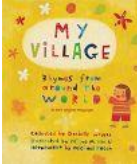


EYFS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>MAIN TEXTS + WRITING OUTCOME</p> <p><input type="checkbox"/> Fiction <input type="checkbox"/> Poetry <input type="checkbox"/> Non Fiction</p> <p>Poetry anthologies</p> <p> Poems Out Loud illustrated Laurie Stansfield</p> <p> Zim Zam Zoom – James Carter & Nicola Colton</p> <p> My Village: Rhymes Around the World - Danielle Wright, Mique Moriuchi & Michael Rosen</p>	<p><u>Super Duper You – Sophy Henn</u></p> <p></p> <p>Audience: Reception peers Purpose: To share our likes and dislikes and get to know each other Outcome: Making name using cut out letters & self-portrait puzzles. To express our likes and dislikes in a sentence.</p> <p><u>My Hair- Hannah Lee</u></p> <p></p> <p>Audience: Reception Peers & rest of school Purpose: Use describing words accurately & build up vocabulary Outcome: To create a self-portrait using different materials and using adjectives to describe our hair</p> <p><u>What the Ladybird Heard by Julia Donaldson and Lydia Monks</u></p> <p></p> <p>Audience: Police (hook activity where something is stolen from school) Purpose: to make marks and familiarise</p>	<p><u>Pumpkin Soup by Helen Cooper</u></p> <p></p> <p>Audience: People who will cook pumpkin soup Purpose: to use instructional vocabulary/ commanding verbs and give simple step by step instructions Outcome: To say a range of verbs and record three commanding verbs – cut, mix and add</p> <p><u>Firework Poem – James Carter</u></p> <p></p> <p>Audience: Reception Purpose: to understand and use onomatopoeia words Outcome: To create firework pictures and engage in music and movement around fireworks, using onomatopoeia words and writing ‘pop’ and others if ready</p> <p><u>Hibernation? & What is Hibernation? Bobbie Kalma</u></p> <p></p> <p>Audience: Reception Purpose: To explore the autumn and seasonal changes and explore the difference</p> <p><u>Leaf Man – Lois Ehlert</u></p> <p></p>	<p><u>Aliens Love Underpants! by Claire Freedman and Ben Cort</u></p> <p></p> <p>Audience: Aliens Purpose: Teaching the aliens that it is wrong to steal underpants Outcome: To write a short message for the aliens</p> <p><u>Whatever Next by Jill Murphy</u></p> <p></p> <p>Audience: Reception Purpose: sequence and re-tell the story. Describe what is happening in one part of the story. Outcome: Sequence and re-tell the story To write a caption/ short sentence to describe one picture from the book</p> <p><u>Zim Zam Zoom – David Carter (Poems)</u></p> <p></p> <p>Audience: Reception, parents Purpose: appreciation for poetry and thinking about a journey into Space, learn a verse from a poem Outcome: performance of a verse from the poem with added movement and body percussion</p> <p><u>How to Catch a Star – Oliver Jeffers</u></p> <p></p>	<p><u>The Three Little Wolves and the Big Bad Pig – Eugene Trivizas and Helen Oxbury</u></p> <p></p> <p>Audience: KKew residents Purpose: to describe the big bad pig and recount what happened Outcome: To create a WANTED news poster</p> <p><u>The Runaway Wok – Ying Chang Compstine</u></p> <p></p> <p>Audience: Reception Purpose: comparing and contrasting to other fairytales. Re-telling the story through drama Outcome: To act out a part of the story using language from the story.</p> <p><u>Jack and the Beanstalk</u></p> <p></p> <p>Audience: Reception Purpose: explore the setting of the story and think about what it was like at the top of the beanstalk, using describing words Outcome: To write a descriptive piece of what we would like to find at the top of the beanstalk.</p>	<p><u>Bumpus Jumpus Dinosaurumpus by Tony Mitton and Guy Parker-Rees</u></p> <p></p> <p>Audience: Reception Purpose: continue poetry journey and recognise rhymes and repeated refrains Outcome: create and write a verse (shared guided write) in the style of the book’s song, learn and add movement/ instrments to subsequently perform the dinosaur song</p> <p><u>First Facts Dinosaurs – DK</u></p> <p></p> <p>Audience: rest of school Purpose: reserching and informing others about a dinosaur Outcome: To create a dinosaur factfile using written sentences and computer printed images</p> <p><u>Yucky Worms – Vivian French</u></p> <p></p> <p>Audience: Headteachers and school council Purpose: to persuade school leaders to get a wormery to help the environment Outcome: To write a persuasive letter</p> <p><u>There’s a Tiger in the Garden – Lizzy Stewart</u></p> <p></p> <p>Audience: Reception Purpose: explore structure of narrative and think about characters, beginning, middle, end and create our own stories</p>	<p><u>The Naughty Bus – Jan Oke</u></p> <p></p> <p>Audience: Parents and peers Purpose: using positional language to describe where the naughty bus goes and then creating our own naughty toy book Outcome: To write about three ‘naughty toy’ scenarios using pictures from home and positional language</p> <p><u>The Something – Rebecca Cobb</u></p> <p></p> <p>Audience: Reception Purpose: making predictions and imagining possibilities. Using the senses to build descriptive language. Outcome: To write the next part of the story – discovering what is down the hole.</p> <p><u>My Village: Rhymes from Around the World - Danielle Wright & Mique Moriuchi</u></p> <p></p> <p>Audience: Reception Purpose: to take a ‘journey around the world’ through poetry, looking at rhymes from other countries and thinking about our favourite rhymes. Compare and contrast themes and language used and then</p>

<p>ourselves with school environment Outcome: Create a map of the outdoor area focusing on key landmarks – saying initial sounds and recording if ready Label animals in a picture of a farm using initial sounds <u>Supertato by Sue Hendra and Paul Linnet</u> Audience: Reception Purpose: To design and make a 'Super Veggie', using a range of describing words Outcome: Labelled design of Super Veggie – either initial sounds or scribed & story Sequencing</p>	<p>between fiction and non-fiction texts Outcome: Create a picture using autumnal natural resources and present a fact about Autumn/ hibernation to the class. <i>Speaking and Listening</i> <u>The Jolly Christmas Postman by Allan Ahlberg and Janet Ahlberg</u> Audience: Reception Purpose: Understanding what a letter is and introduction to letter structure, writing a list differentiated, reading addresses and sequencing the story using the envelopes</p>	<p>Audience: Reception Purpose: Teaching others how to catch their very own star Outcome: Give and write a set of simple instructions on how to catch a star. <u>Mae Among The Stars</u> <u>Look up! – Nathan Bryon</u> Audience: School Purpose: To inform other children about an astronaut Outcome: To create a written poster about an astronaut of their choice. To understand the difference between fiction & non-fiction</p>	<p>Audience: Reception Outcome: to write the beginning, middle and end of a story</p>	<p>Audience: Reception Purpose: Begin to recognise the days of the week by sight, understanding what a diary is and how/why it is written Outcome: to create a diary about the bean plant using days of the week, scientific terms about growing and writing in first person about how the plant changes over time.</p>	<p>Audience: reception/ rest of school Purpose: looking at the chronology of Rosie's walk and the important places she travels around to then recount our own trip to the farm. Outcome: To write a recount of our trip to the farm</p>	<p>create a short verse for a poem Outcome: To write a set of rhyming couplets to form part of a class poem. <u>Rosie's Walk – Pat Hutchins</u> Audience: reception/ rest of school Purpose: looking at the chronology of Rosie's walk and the important places she travels around to then recount our own trip to the farm. Outcome: To write a recount of our trip to the farm</p>					
<p>Phonics JollyPhonics- Step 1 Group 1 and 2 Listening to sounds Rhyming pairs Initial sounds</p>	<p>Phonics JollyPhonics - Step 1 Group 3 to 6 Hearing, saying and identifying single sounds Introducing tricky words CVC words reading simple words and beginning to read simple sentences</p>	<p>Phonics JollyPhonics – Step 1 Group 6 Step 2 Units 1-4 Tricky words Reading and understanding sentences Building recognition of high frequency words Sentence structure – finger spaces and full stops Handwriting – capital letters Matching upper and lower case letters</p>	<p>Phonics JollyPhonics – Step 2 Units 5-9 Tricky words Alternative Graphemes Writing sentences – capital letters, finger spaces and full stops Handwriting Writing full sentences with capital letter, finger space and full stop – dictation</p>	<p>Phonics JollyPhonics – Units 10- 12 Tricky words Alternative Graphemes Reading and understanding sentences, discussing what they have read Guided reading begins for those who are ready Writing full sentences with capital letter, finger space and full stop – dictation</p>	<p>Learning focus: Phonics JollyPhonics – Targeted review of Step 2 based on assessment Discussing what they have read Guided reading Building recognition of high frequency words Writing full sentences with capital letter, finger space and full stop independently</p>	<p>Learning focus: Phonics JollyPhonics – Targeted review of Step 2 based on assessment Discussing what they have read Guided reading Building recognition of high frequency words Writing full sentences with capital letter, finger space and full stop independently</p>					
<p>Writing Opportunities outside of specific Literacy teaching but linked to topic/ text</p>	<p>Speech bubbles Name writing – labels</p>	<p>Lists Christmas cards Receipts</p>	<p>Writing about family</p>	<p>Lists Letters Speech bubbles Checklists Experiment explanations</p>	<p>Information about planets and the solar system Recounts about our trip to the moon</p>	<p>Tickets for the theatre Easter cards Mothers Day Cards Speech bubbles</p>	<p>Recipes Receipts Lists Instructions Maps</p>	<p>Fathers Day Cards Posters Animal information posters Helicopter stories Labelling designs</p>	<p>Animal observations Butterfly lifecycle Adjectives for butterflies</p>	<p>Postcards Letters Envelopes Rhymes Stories Message in a bottles</p>	<p>Holiday brochures Plane/train tickets Maps</p>

SUPPORTING TEXTS

Linked to other curriculum areas / used in Guided Reading

