







	Autumn Me and My Bear 		Spring Down on the Farm 		Summer Pirates and the Seaside 	
Core Texts:	<p>All Welcome – Alexandra Penfold</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>Tip, Tip, Dig, Dig – Emma Garcia</p> <p>We’re Going on a Bear Hunt – Michael Rosen</p> <p>Dig, Dig, Digging – Margaret Mayo</p> <p>Builder visit</p> <p>Police visit</p>	<p>Goldilocks and the Three Bears – various</p> <p>Flashing Fire Engines – Tony Mitton</p> <p>I love Bears – Steve Parker</p> <p>Firefighter visit</p>	<p>Rosie’s Walk – Pat Hutchins</p> <p>The Little Red Hen – Paul Galdone</p> <p>Three Billy Goats Gruff – various</p> <p>Farmer Duck – Martin Waddell</p> <p>Tremendous Tractors – Tony Mitton</p> <p>Make Bread</p>	<p>The Gruffalo – Julia Donaldson</p> <p>Room on the Broom – Julia Donaldson</p> <p>Oliver’s Milkshake – Vivien French</p> <p>The Pig in the Pond – Martin Waddell</p> <p>Farm visit</p> <p>Little Bo Peep</p>	<p>Imagine You’re a Pirate – Meg Clibbon</p> <p>Night Pirates – Peter Harris</p> <p>Pirate Day</p> <p>Starfish, Where Are You? – Barroux</p>	<p>Handa’s Surprise – Eileen Brown</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Sharing a Shell – Julia Donaldson</p> <p>Tiddler – Juila Donaldson</p> <p>I love Boats – Flora McDonnell</p> <p>Fish</p> <p>Look What I Found at the Seaside – Moira Butterfield</p>
Core Writing Outcomes & Writing activities	Learn and write Phase 2 sounds	Write CVC words	Fiction Retell a familiar story (Rosie’s Walk)	Non-fiction Recount – farm visit	Non-fiction Recount Pirate Day Non-fiction List of pirate items	Non-fiction Fact writing about sea creatures



			<p>Non-fiction Instruction Writing – making bread</p> <p>Writing short sentences</p>	<p>Fiction Letter writing - Little Bo Peep</p> <p>Fiction List writing – Oliver’s Milkshake</p>	<p>Using ‘and’ to join 2 sentences</p>	<p>Poetry – sea creature</p> <p>Adjectives for sea creatures</p> <p>Using ‘and’ to join 2 sentences</p>
	<p>ELG: Writing <i>-Write recognisable letters, most of which are correctly formed</i> <i>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>-Write simple phrases and sentences that can be read by others</i></p>					
<p>Oracy (Speaking, Listening and Drama)</p>	<p>Questions for visitors – police, nurse</p> <p>Roleplay nurse, drs, police, firefighters</p>	<p>Oral retell and act out We’re Going On a Bear Hunt.</p> <p>Retell Goldilocks</p> <p>Roleplay Goldilocks</p>	<p>Act out Rosie’s Walk</p> <p>Recite Little Red Hen and 3 Billy Goats</p> <p>Hot seat – Farmer Duck</p> <p>Roleplay 3 Billy Goats</p>	<p>Talk partner – animal facts</p>	<p>Roleplay being a pirate</p> <p>Debate sharing</p>	<p>Recite poem as a class</p>
	<p>ELG: Listening, Attention and Understanding <i>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</i> <i>- Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p>ELG: Speaking <i>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</i> <i>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</i></p>					



	<p><i>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>					
<p>Poetry (analyse, create, perform)</p>		<p>Performance poem – Christmas ‘Christmas Star’</p>	<p>Farm shape poem</p>	<p>Farmyard Hullabaloo – Giles Andreae</p>	<p>Yo Ho Ho, A Pirating we go – Kay Umansky</p> <p>List poem - pirates</p>	<p>Commotion in the Ocean – Giles Andreae</p> <p>Class recital of poem</p>
<p>Reading spine</p>	<p>ELG: Comprehension</p> <p><i>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>-Anticipate – where appropriate – key events in stories</i></p> <p><i>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p>					
<p>Grammar and punctuation</p>	<ul style="list-style-type: none"> • Capital letter for own name • Letters formed accurately 		<ul style="list-style-type: none"> • Finger spaces • Oral rehearsal • Simple sentence construction 		<ul style="list-style-type: none"> • Match capital letters to lower case • Full stops • Sentences • Oral rehearsal • Match capital letters to lower case 	
<p>Phonics From Song of Sounds</p> 	<p>Introduction to sound talk</p> <p>s a t p</p> <p>i n m d</p> <p>g o c k</p> <p>ck e u r</p> <p>h b f ff l ll</p> <p>CVC words</p>		<p>j v w x</p> <p>y z zz qu</p> <p>sh ch th ng</p> <p>ai ee igh oa</p> <p>oo o oar or</p> <p>er ow oi nk</p> <p>aie ear ure</p>		<p>CVC words</p> <p>CVCC & CCVC words</p> <p>CCVCC, CCCVC and CCCVCC words</p> <p>Syllables</p> <p>Alphabetical order</p> <p>Upper case and lower case</p>	



	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> - 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. 		
Spelling	a, is, l, go, no, so, to, do, into, has, his, the	he, be, me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of	some, come, love, have, here, there, were, out, house, one, once, what, when, said, ask, little, like
<p>Handwriting Using Letter-join</p> <p>Letter-join </p>	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing. 		