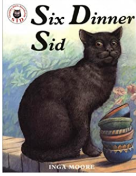


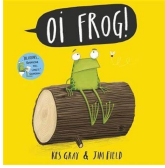
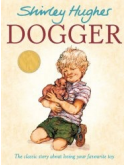
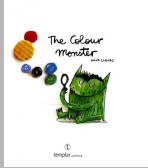
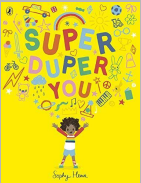

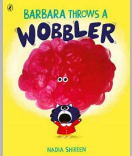
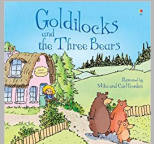


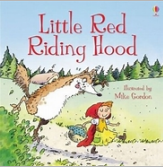
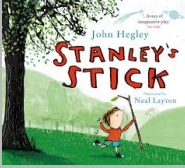
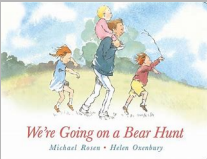
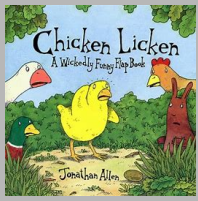


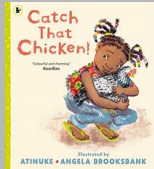
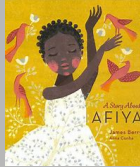


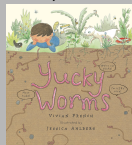
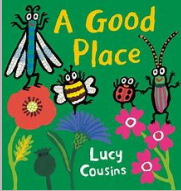
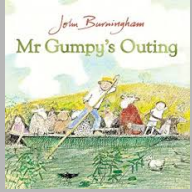
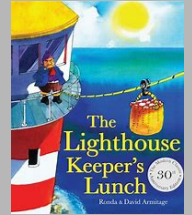
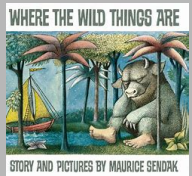

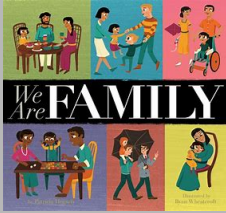
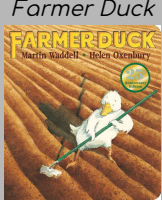
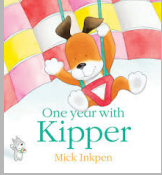
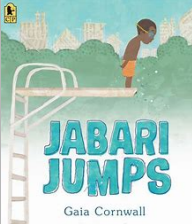
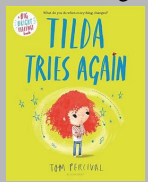



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topic	Who am I?	Where will a story take you?	What are the seasons?	Why is Africa Amazing?	Why are bugs brilliant?	What's your journey?
Reading for Pleasure	<p><i>Books from the 'Basket of Brilliant Books': A collection of children's literary classic picture books</i></p>     					
Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)	<p><i>The Colour Monster</i></p>  <p><i>Super Duper You</i></p>  <p><i>Our Class is a Family</i></p>  <p><i>Barbara Throws a Wobler</i></p> 	<p><i>Goldilocks and the three Bears</i></p>  <p><i>Jack and the Beanstalk</i></p>  <p><i>The Three Little Pigs</i></p>  <p><i>Little Red Riding Hood</i></p>  <p><i>Once Upon a Fairytale</i></p>	<p><i>Stanley Stick</i></p>  <p><i>We're Going on a Bear Hunt</i></p>  <p><i>Chicken Licken</i></p> 	<p><i>Africa Amazing Africa</i></p>  <p><i>Handas Surprise</i></p>  <p><i>Catch That Chicken!</i></p>  <p><i>A Story of Afiya</i></p>  <p><i>Elmer</i></p>	<p><i>Do You Love Bugs?</i></p>  <p><i>Bug hotel</i></p>  <p><i>Yucky worms</i></p>  <p><i>A Good Place</i></p>  <p><i>The Very Hungry</i></p>	<p><i>Mr Gumpy's Outing</i></p>  <p><i>The Lighthouse Keeper's Lunch</i></p>  <p><i>Where the Wild Things Are</i></p> 

	<p><i>The Perfect Fit</i></p>  <p><i>We Are Family</i></p>  <p><i>Not Now Bernard</i></p>  <p><i>The Body Book</i></p> 	<p><i>Once Upon a Fairytale</i></p>  <p><i>The Hairy Toe</i></p>  <p><i>A Squash and a Squeeze</i></p> 	<p><i>Farmer Duck</i></p>  <p><i>One Year With Kipper</i></p> 	<p><i>Elmer</i></p>  <p><i>Giraffes Can't Dance</i></p> 	<p><i>Caterpillar</i></p>  <p><i>How Many Bugs In a Box</i></p>  <p><i>Tad</i></p> 	<p><i>Jabari Jumps</i></p>  <p><i>Tilda Tries Again</i></p>  <p><i>The Lion Inside</i></p> 
<p>Focus Nursery Rhyme</p>	<ul style="list-style-type: none"> • Head shoulders knees and toes • If You're Happy and You Know It • Head, Shoulders, Knees and Toes • I Can Sing a Rainbow • When I Was One I Sucked My Thumb • Brush Your Teeth • One, Two, Buckle My Shoe • Cobbler, Cobbler, Mend My Shoe • I Am the Baker Man 	<ul style="list-style-type: none"> • Jingle bells • When Goldilocks went to the house of the bears • He'll be climbing up the beanstalk • The Animals Went in Two by Two • Baa, Baa, Black Sheep • Hickory, Dickory Dock • London Bridge is Falling Down 	<ul style="list-style-type: none"> • Twinkle twinkle little star • We're Marching in Our Wellingtons • Oats and Beans and Barley Grow • The North Wind Doth Blow • It's Raining, It's Pouring 	<ul style="list-style-type: none"> • Five Little Monkeys Jumping on the Bed • Yellow Bird • Down in the Jungle • 5 Little Monkeys • One Big Hippo Balancing 	<ul style="list-style-type: none"> • Incy Wincy Spider • 5 little Speckled Frogs • Wiggly Woo • Froggy Went a-Courtin • Here is the Beehive • There Was An Old Lady Who Swallowed a Fly • Incy Wincy Spider 	<ul style="list-style-type: none"> • 10 Green Bottles • The Big Ship Sails • Bobby Shafto's Gone to Sea • 5 little men in a flying saucer • The Bear Went Over the Mountain • Horsie, Horsie, Don't You Stop • A Sailor Went to Sea, Sea, Sea

<p>Communication and Language (developed throughout the year through high quality interactions)</p>	<p>Learn new vocabulary/ Use new vocabulary through the day/ Use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail/ Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs/ Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in non-fiction books.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes/ Listen to and talk about stories to build familiarity and understanding.</p>					
<p>Physical Development fine motor skills</p>	<p>Circles & spirals - Lessons 1-5 Lines & diagonals - Lessons 6-10 Jellies & zig-zags - Lessons 11-15 Loopies & waves - Lessons 16-20</p>	<p>i, l and t -Lessons 21-25 u, w and e - Lessons 26-30 c & o - Lessons 31-35 a & d - Lessons 36-40 n, m & h - Lessons 41-45 j & y - Lessons 46-50 g & q - Lessons 51-55</p>	<p>b, p and k - Lessons 56-60 v, s and r - Lessons 61-65 f, x & z - Lessons 66-70</p> <p>Repeat: i, l and t -Lessons 21-25 u, w and e - Lessons 26-30</p>	<p>c & o - Lessons 31-35 a & d - Lessons 36-40 n, m & h - Lessons 41-45 j & y - Lessons 46-50 g & q - Lessons 51-55</p>	<p>b, p and k - Lessons 56-60 v, s and r - Lessons 61-65 f, x & z - Lessons 66-70</p> <p>Repeat: i, l and t -Lessons 21-25 u, w and e - Lessons 26-30 c & o - Lessons 31-35 a & d - Lessons 36-40</p>	<p>n, m & h - Lessons 41-45 j & y - Lessons 46-50 g & q - Lessons 51-55</p> <p>Review and practise any letters the children are finding difficult to form</p>
<p>Phonics (following Little Wandle phonics scheme)</p> 	<p>Phonics: s a t p i n m d g o c k ck e u r h b f l <i>is l the</i></p>	<p>Phonics: ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sit) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) <i>put* pull* full* as and has his her go no to into she push* he of we me be</i></p>	<p>Phonics: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words <i>was you they my by all are sure pure</i></p>	<p>Phonics: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end</p>	<p>Phonics: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est <i>said so have like some come love do were here little says there when what one out today</i></p>	<p>Phonics: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <i>Review all taught so far</i></p>

				<i>Review all tricky words taught so far</i>	
Literacy	<p>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 correspondences.</p> <p>Write their name and names of family members.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</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>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>