

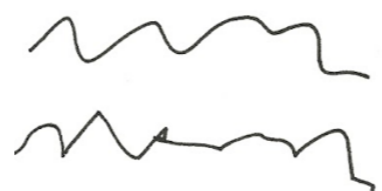
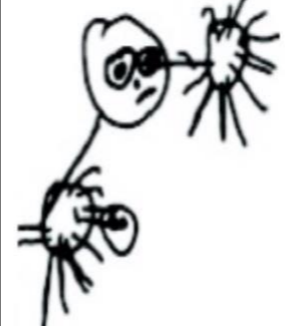

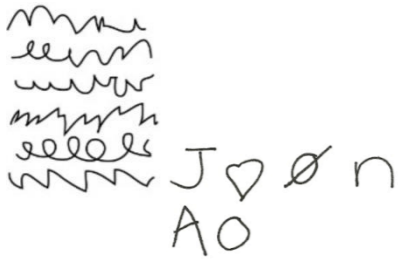
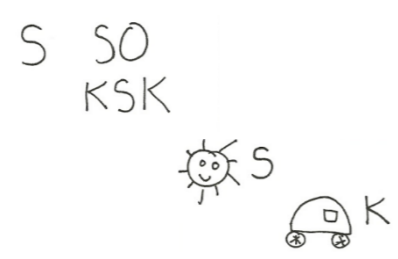




	Autumn 1 <i>Start with a Story</i>	Autumn 2 <i>Seasons' Greetings</i>	Spring 1 <i>Fire and Ice</i>	Spring 2 <i>Let's Set Sail</i>	Summer 1 <i>Up, Up and Away</i>	Summer 2 <i>Miniature Worlds</i>
Nursery Key Texts	Our Class Is A Family The Gingerbread Man Little Red Riding Hood The Three Little Pigs Jack and the Beanstalk Goldilocks and the Three Bears Three Billy Goats Gruff Hansel and Gretel	Pick a Pumpkin The Gruffalo Owl Babies Stick man Pick a Pine Tree Kid Christmas Polar Express	Brrrr – A Book of Winter We Went to Find a Wolly Mammoth Elmer in the Snow Zog I am Fire Flashing Fire Engines	Captain Sparklebeard Pirates Love Underpants Barry The Fish With Fingers Sharing A Shell The Odd Fish How Many Legs Pout Pout Fish	Cars Cars Cars Duck in the Truck Emma Jane's Aeroplane Magic Train Ride I love My Bike Little Digger, Big Garden	Bumblebear What the Ladybird Heard The Frog Olympics The Very Hungry Caterpillar Superworm Minibeast Bop Incredible You
Nursery Writing Skills	Making spontaneous scribbles in different directions using different materials e.g. pencils, crayons, paint, chalk, pens 	Mirroring/copying marks and shapes demonstrated by an adults 	Beginning to scribble with a left to write progression 	Creating pictures with a meaning or story 	Name copying Creating symbols that represent meaning or letters / writing mock letters 	
Nursery Reading Skills	Listens to and joins in with stories and poems, when reading one-to one and in small groups. Recognises familiar signs such as advertising logos and screen icons. Looks at and enjoys print and digital books independently.		Joins in with repeated choruses and anticipates key events and phrases in rhymes and stories. Recognises familiar words such as their own name. Shows interest in illustrations and words in print and digital books and words in the environment. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Handles books carefully and the correct way up with growing competence.		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. 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.	
Nursery Phonics	<i>Letters and Sounds Phase One</i> <i>Aspect 1: Environmental Sounds</i> Develop children's listening skills and awareness of sounds in the environment through talking about sounds, making sounds and listening walks.	<i>Letters and Sounds Phase One</i> <i>Aspect 2: Instrumental Sounds</i> Experience and develop awareness of sounds made with instruments and noise makers, to tune into sounds. Explore different instruments and volumes.	<i>Letters and Sounds Phase One</i> <i>Aspect 3: Body Percussion</i> To develop awareness of sounds and rhythms, tuning into sounds. To distinguish between sounds and to remember patterns of sound, listening and remembering sounds.	<i>Letters and Sounds Phase One</i> <i>Aspect 4: Rhythm and Rhyme</i> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech, tuning into sounds. To increase awareness of words that rhyme and to	<i>Letters and Sounds Phase One</i> <i>Aspect 5 : Alliteration</i> To develop understanding of alliteration, tuning into sounds. To listen to sounds at the beginning of words and hear the differences between the,	<i>Letters and Sounds Phase One</i> <i>Aspect 6: Voice Sounds</i> <i>Aspect 7: Oral Blending and Segmenting</i> To distinguish between the differences in vocal sounds, including oral blending and segmenting, tuning into sounds.

	Develop vocabulary and children's identification and recollection of the difference between sounds through listening to and remembering sounds. To make up simple sentences and talk in greater detail about sounds.	To listen to and appreciate the difference between sounds made with instruments, to listen to and remember sounds. Explore matching sounds. To use a wide vocabulary to talk about the sounds instruments make, when talking about sounds.	To talk about sounds we make with our bodies and what the sounds mean. Introduce vocabulary such as slow and noisy.	develop knowledge about rhyme, listening to and remembering sounds. To talk about words that rhyme and to produce rhyming words, talking about sounds.	listening and remembering sounds. To explore how different sounds are articulated, and to extend understanding of alliteration, talking about sounds.	To explore speech sounds, listening to and remembering sounds. To talk about the different sounds that we can make with our voices. To develop oral blending and segmenting of sounds in words. To listen to phonemes within words and to remember them in the order in which they occur. To talk about the different phonemes that make up words.
Nursery Dough Disco	Squeeze Ball It Smack It	Squeeze Ball It Smack It Sausage Diving Two Finger Dancing	Squeeze Ball It Smack It Sausage Diving Two Finger Dancing Piano Making Pizza	Squeeze Ball It Smack It Sausage Diving Two Finger Dancing Piano Making Pizza Dough Nut	Squeeze Ball It Smack It Sausage Diving Two Finger Dancing Piano Making Pizza Dough Nut Single Fingers	Squeeze Ball It Smack It Sausage Diving Two Finger Dancing Piano Making Pizza Dough Nut Single Fingers
Nursery Squiggle	Squiggle Whilst You Wiggle Dance 1: Up, down side to side, cross over Dance 2: The Wiggle	Squiggle Whilst You Wiggle Dance 3: The Circle Dance 4: The Hump	Squiggle Whilst You Wiggle Dance 5: The Hook Dance 6: The Spiral	Squiggle Whilst You Wiggle Dance 7: The wave Dance 8: Sideways	Squiggle Whilst You Wiggle Dance 9: The Lines	Squiggle Whilst You Wiggle Recap Opportunities
Nursery Ongoing Provision	Gross Motor: Transitioning into different positions (e.g. sitting, all fours, lying on tummy), travelling smoothly and changing directions, running with control, climbing onto equipment, rolling/kicking a ball, imitating simple bilateral movements of limbs (e.g. arms up together), pedalling a tricycle. Fine Motor: Picking up small objects, inset puzzles, threading, rolling (play dough), twisting (bottle tops), moving fingers in isolation (Tommy Thumb song), finger puppets, action songs, books with tabs to push and pull, eating cereal, drinking from a cup, jigsaws, stacking games, posting (coins into money box), pinching (clothes pegs), flipper flappers. Writing opportunities in provision: clip boards, whiteboards, paint brushes, chalk, markers, shopping lists, diaries, message book, recipe cards, letters to post. Song time: Nursery rhymes and well-known songs					
	Autumn 1 <i>Superheroes</i>	Autumn 2 <i>Light and Dark</i>	Spring 1 <i>Dinosaurs: Then and Now</i>	Spring 2 <i>Under the Sea</i>	Summer 1 <i>Rockets, Robots and Reinventions</i>	Summer 2 <i>Happy and Healthy</i>
Reception Key Texts	Squiggles On The Loose Real Superheroes There's A Superhero In Your Book Eliot Jones Midnight Superhero	The Smeds and The Smoos The Best Diwali Ever Night Monkey Day Monkey The Night Pirates The Girl Who Stole The Stars Kid Christmas Christmas Pine	Stomp, Chomp, Big Roars Dinosaurumpus Dear Dinosaur Maisie Jones and The Dinosaur Bones Alan's Big Scary Teeth Alligators and Crocodiles	There's A Shark In The Bath Commotion In The Ocean Our Beach Clean Up The Singing Mermaid Julian Is A Mermaid	The Toolbox Izzy Gizmo No Bot – The Robot With No Bottom What Friends Do Best Cook Me A Story	Funnybones Oliver's Milkshake The Very Sleepy Sloth Penguin Pig Barbara Throws A Wobbler The Lion Inside

	Superheroes Don't Get Scared Superbat		Mama Don't Allow			
Reception Writing Skills	<p>Name copying and writing Scribble writing (written in a linear fashion to mimic real writing) Drawing pictures, with meanings Writing random letters / mock letters or symbols Initial sounds for words</p> 	<p>Name copying and writing Drawing pictures, with meanings Picture labelling Writing random letters / mock letters or symbols Forming recognisable letters, randomly and in letter strings Initial sounds for words CVC Words</p> <p>S SO KSK</p> 	<p>Forming recognisable letters Writing CVC words Writing phonetically decodable words Writing some short phrases and captions Copying environmental print Using beginning and ending letter to represent words</p> <p>desk door</p> 	<p>Writing phonetically decodable words Writing phrases and captions Using sight words and initial sounds to write simple sentences</p> <p>the I is see like 12345 onb mr</p> <p>Thehcanr (The horse can run.)</p>	<p>Writing phonetically decodable words Writing simple sentences Writing simple lists or instructions. Writing words with beginning, middle and ending sounds. Using spaces between words. I see the sci (I see the sky.)</p> <p>We wn to the s (We went to the shop.)</p>	<p>Writing ELG Write recognisable letters, most of which are formed correctly. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences than can be read by others.</p> <p>This pumkn is min</p> 
Reception Reading Skills	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Begins to develop phonological and phonemic awareness. Continues a rhyming string and identifies alliteration. Hears and says the initial sound in words. Starts to link sounds to letters, naming and sounding the letters of the alphabet. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p>	<p>Re-enacts and reinvents stories they have heard in their play. Knows that information can be retrieved from books, computers and mobile digital devices. 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 tricky words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p> <p>ELG: - 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.</p>			
Reception Phonics	<p>Read Write Inc – Set 1 (Group 1) m a s d t (Group 2) i n p g o (Group 3) c k u b (Group 4) f e l h sh (Group 5) r j v y w (Group 6) th z ch qu x ng (Group 7) nk ck kn</p>	<p>Read and write CVC words (3 sounds) e.g. c-v-c cat, th-v-c thin, c-v-th moth</p> <p>Red words- I, the, of, he, no, my, me</p>	<p>Read and write CCVC (flap, swim, drum) and CVCC (sand, bump, band) words Consolidate all Set 1 sounds Introduce Alien words</p> <p>Red words- your, said, you, are, to</p>	<p>Read and write simple dictated sentences Introduce children to multi-syllabic words e.g wishing, standing, panic, napkin</p>	<p>Read and write simple dictated sentences Introduce children to multi-syllabic words e.g wishing, standing, panic, napkin</p>	

	Introduce 'special friends'. Include focus on letter formation alongside the rhyme Continue to consolidate sounds with increasing focus on blending.				Some children will begin set 2 sounds – ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy Red words – be, down, how, go	Some children will begin set 2 sounds – ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy Red words – all, want, some, there, what, they, do, so
Reception Dough Disco	Squeeze Ball It Smack It Single Fingers Sausage Diving	Two Finger Dancing Piano Making A Pizza Dough Nut Mighty Monday Wolverine Wednesday Thor's Thursday	Blow Your Dough Trumpet Nip or Pinch Your Sausage The Snail A Rose Around The World	The Baby's Cradle Dance Alarm Hulk Smash Make A Pancake Buckeroo Fingers Walking on the Moon Rocket Ship	The Dance of the Pirate Jig Walk the Plank Scrub the Decks Pirate Drumming The Ship's Wheel	Rock the Boat Fiddle For Me What do pirates love – treasure Mouth Organ Hoist the main snail
Reception Squiggle	Squiggle Whilst You Wiggle Dance 1: Up, down side to side, cross over Dance 2: The Wiggle Dance 3: The Circle Dance 4: The Hump Dance 5: The Hook	Squiggle Whilst You Wiggle Dance 6: The Spiral Dance 7: The wave Dance 8: Sideways Dance 9: The Lines	Squiggle Me Into A Writer Dances: m,a,s,d,t,i,	Squiggle Me Into A Writer Dances: n,p,g,c,o,k,	Squiggle Me Into A Writer Dances: b,f,e,l,h,r,j,v,y,w,z,x	Squiggle Me Into A Writer Dances: q,u,sh,ch,th,wh
Reception Ongoing Provision	Story time/Love of Reading: Engage in and talk about books, retell stories and act out parts of a story. Read messages left by characters from stories, write messages to characters. Writing in provision areas: create their own phonological awareness, orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds. Song time: learn new vocabulary, engage in and talk about rhyme, anticipate repetitive language, learn rhymes, poems and songs.					