



	Nursery Autumn 1	Nursery Autumn 2	Nursery Spring 1	Nursery Spring 2	Nursery Summer 1	Nursery Summer 2
<p>Connections and Context</p> <p>Key Experiences (Mystery reader and parent visits throughout the year)</p>	<p>Starting Nursery Mental Health Week Autumn</p> <p>Parent Stay and Play Autumn Walk Cooking</p>	<p>Celebrations - Diwali, Christmas Safe to be Me (Anti-Bullying) Nursery Rhyme Week (November)</p> <p>Trip - Walk to Postbox Christmas Carols Around Tree / Nativity songs Cooking</p>	<p>Winter Chinese New Year Mother's Day</p> <p>Winter Walk Trip - Walk around local area looking for logos / signs</p>	<p>Easter Shrove Tuesday Spring</p> <p>Easter bonnet parade Spring Walk</p>	<p>Father's Day</p> <p>Trip - Camping Trip</p>	<p>Transitions World Mud Day - 29th June World Chocolate Day - July</p> <p>Trip - Beach Sports Day</p>
<p>Statutory Framework 2021</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary 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 the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Key Texts, Poems, Songs and activities</p>	<p>Spooky Spooky Spooky Rosie's Walk Pick A Pumpkin Poetry Basket x 3 Recipe books Over&Over books (ongoing)</p>	<p>Introduce Adventure Island and Carpet Kingdom Message Centre Poetry Basket x 3 Brown Bear Brown Bear Christmas songs, poems and stories</p>	<p>Squiggle While You Wiggle Helicopter stories / story telling hat Poetry Basket x 3 Visit Nursery library (ongoing)</p>	<p>Helicopter stories/story scribing hat Poetry basket x3 Traditional story video starters e.g Mrs Ramsay Giant Spoon video</p>	<p>Helicopter stories/story scribing hat Poetry basket x3 Read the Words dance Pop-it keyboard</p>	<p>Helicopter stories/story scribing hat Poetry basket x3 Read the Words dance Wishing Tree mark-making</p>
<p>Intended Learning</p> <p>Comprehension</p> <p>Word Reading (Phonics - Foundations for Phonics)</p> <p>Writing</p>	<p>Talk about pictures in familiar books and make relevant comments Answer who and what questions about familiar story Learn and act out a familiar story i.e Rosie's Walk</p> <p>Acknowledges the print on the cover of a book is the name of the story Recognises their name card / peg Phase 1 Aspect 1 - Environmental sounds</p> <p>Up, down, side to side gross motor movements with bodies</p>	<p>Continue with Autumn 1 intentions plus</p> <p>Follow the pattern of a familiar story and suggest changes to the words e.g red dog red dog what do you see? Children to suggest changes to known rhymes e.g Twinkle twinkle chocolate bar Use imagination to follow a simple oral story ("Story dreaming")</p> <p>Recognises some symbols Phase 1 Aspect 2 - Sound Discrimination</p> <p>Humps and circles gross motor movements with bodies Use mark-making as a way of communicating through symbols</p>	<p>Continue with Autumn plus</p> <p>Introduced to the setting / character / problem / solution symbols Know how to handle books and read from L-R Aware of story structure (character/problem/setting /solution)</p> <p>Notices/aware of familiar logos from local environment Phase 1 Aspect 3 Sound Discrimination Speech detection / syllable awareness/ Onset&Rime</p> <p>Gross motor movements on large paper to mark-make. 'Write' (mark-make) a message to send home in the postbox</p>	<p>Talk about and describe characters in stories Recognises the 'bad' character in a fiction book Recognize the difference between a fiction and non-fiction book Orally tell a made-up story Use small world props to act out a familiar story Asks their own simple question about a familiar story</p> <p>Recognises letters from their own name in other places Recognises the initial sound from familiar names e.g recognises 'M' for Mummy Hears initial sounds Phase 1 Aspect 4 - Rhyme&Rhythm Phase 1 Aspect 6 - Voice sounds</p> <p>Attempts to write some letters from their name</p>	<p>Give a simple opinion on a character or familiar story Sequence a familiar story using props Make story predictions</p> <p>Act out familiar stories with props</p> <p>Recognises some familiar words on sight e.g. Nursery, Mummy, Daddy, their name Recognises familiar logos from local environment e.g Co-Op Find some familiar letters on a keyboard e.g letters in their name Phase 1 Aspect 5 Alliteration Phase 1 Aspect 7 Oral blending</p> <p>Attempts to write familiar letters</p>	<p>Continuing with all skills learnt so far..</p> <p>Phase 1 Aspect 7 Oral Segmenting</p>



	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
Connections and Contexts	My class Mental health week	Diwali, Christmas Bonfire night/ Halloween Safe to be Me Autumn	Mothers Day Chinese New Year Winter	Eid Plants/animals growing- Earth Day Easter	Co-op visit (small groups) Fathers Day Spring	Transition Holidays, Summer Int'national mud day EY Beach Visit
Statutory Framework 2021	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary 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 the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Key Texts, Poems, Songs and Experiences	The Little Red Hen What the ladybird heard Hairy McLairy Little leaders- Exceptional men in black history. Goldilocks and the three bears The three little pigs	The Enormous Turnip We're all Wonders Christmas songs We're Going on a Bear Hunt Kind The Gingerbread man Stickman	Fact book on celebrations Peace at Last Sleep tight little bear What the ladybird heard Brown bear, brown bear what do you see?	The tiny Seed Rabbits don't lay eggs Coming to England Jack and the Beanstalk The Proudest Blue	Park My Dad still thinks he's funny Growing fact books The Hungry Caterpillar 5 Little Speckled Frogs The day the Crayons Quit	Can we really help the polar bears? Fact books about the beach and local area. The Day the Crayons came home.
Intended Learning (progressive and spiral) Comprehension Word Reading Writing	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Join in with repetition of a story. Begin to learn Phase 2 letter sounds. Participate in Phase 1 activities. Use some letters in sequence to convey meaning, including CVC words. Begin to orally segment words into sounds in cvc words. Begin to read some graphemes in the environment. Write labels, lists and some letters/ own name.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Join in with repetition of a story. Retell a story using repeating actions and words. Memorise and perform more complex action rhymes and nursery rhymes. Phase 2 phonics -Begin to read individual letters by saying the sounds for them. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and name. Begin to orally segment words into sounds in cvc words. Begin to read some graphemes in	Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. Phase 3 phonics- Begin to read words with digraphs and blend sounds into words Read simple phonically regular captions and sentences. Write simple sentences with regular words, including those with digraphs. Begin to form letters starting from the correct starting point.	Understand cause and effect in books they have heard or read. Predict the endings of books. The most complex nursery rhymes. *Word play songs. Letters and Sounds Phase 3 Write simple sentences with regular words, including those with digraphs. Begin to form letters correctly.	Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. Letters and Sounds Phase 4 Write short compositions with more than one sentence and full stops.	Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. Phase 4 Write short compositions with more than one sentence, capital letters and full stops.

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