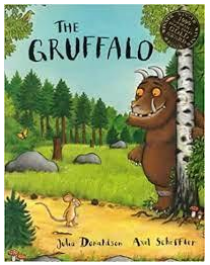
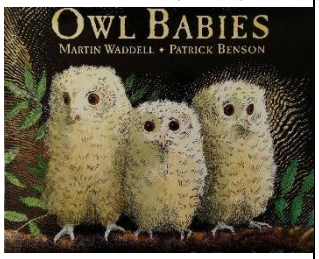
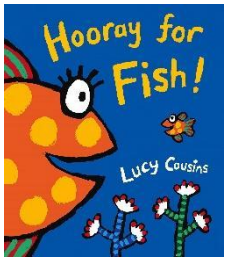
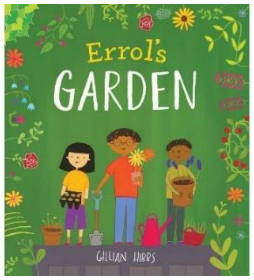
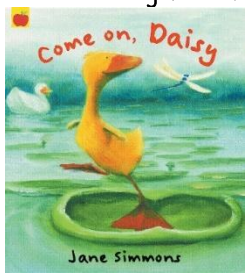
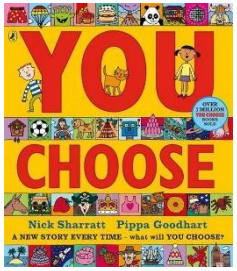
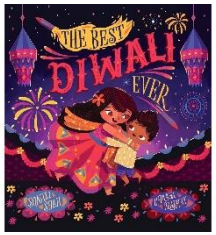
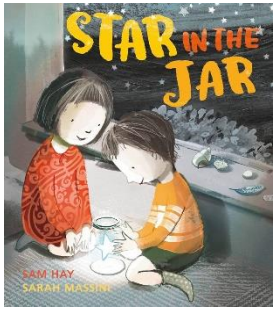
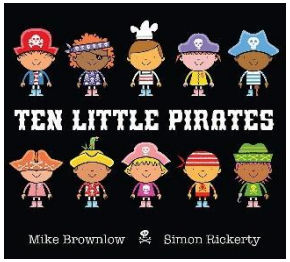
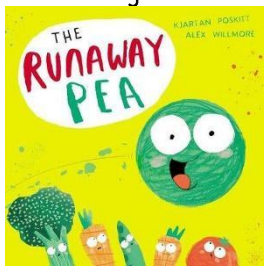
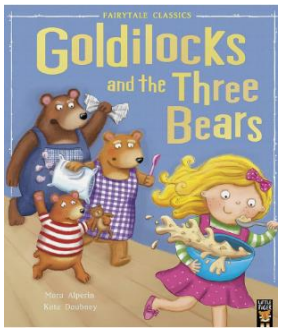
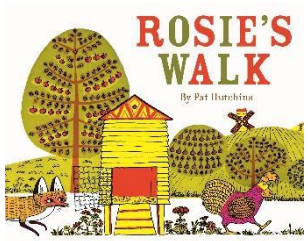
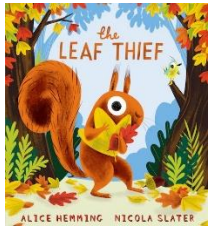
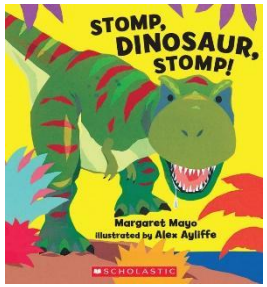
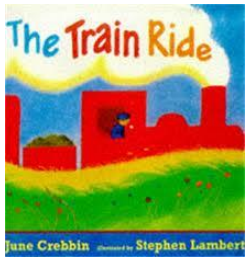
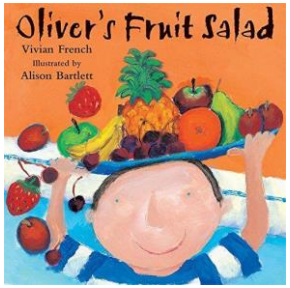
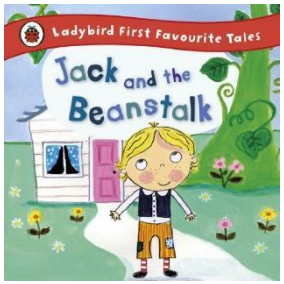
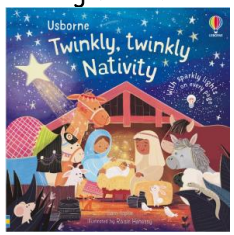
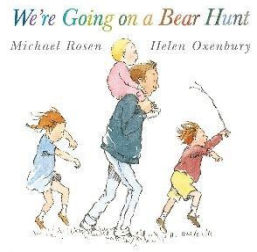
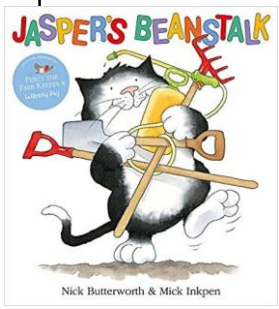
Year Group	EYFS – Nursery		Sophie Bell-Tye		Ark Class	
Term	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Theme	**All About Me & People Who Help Us**	**Celebrations (harvest, bonfire and nativity)**	**A Journey in Time (space, dinosaurs, pirates)**		**Growth and Change**	**Traditional Tales**
Satellite Texts, (including poetry, non-fiction texts & focuses)	Settling in **The Colour Monster Goes to School,** by Anna Llenas **Ruby's Worry**, by Tom Percival **A Little Bit Brave,** by Nicola Kinnear **The Kissing Hand**, by Audrey Penn Promote oracy **Brown Bear, Brown Bear, What Do You See?** by Eric Carle **The Day the Crayons Quit,** by Drew Daywalt **Each Peach Pear Plum,** by Allan Ahlberg and Janet Ahlberg **Mr Gumpy's Outing,** by John Burningham Seasons – non-fiction **Thinking about the seasons: Autumn**, by Clare Collinson **Seasons: Start a lifetime of learning**, by DK First Facts All About Me - non-fiction **How does my home work?** by Christine Butterworth **All kinds of families**, by Sophy Henn **Feelings: A Lift-the-Flap Book of Emotions**, by Pat-a-Cake **Families: A Lift-the-Flap Book about Families**, by Pat-a-Cake	Seasons - fiction **One Snowy Night**, by Nick Butterworth **Polar Bear, Polar Bear, What Do You Hear?** by Eric Carle **Stick Man,** by Julia Donaldson **Pumpkin Soup,** by Helen Cooper **The Jolly Postman**, by Allan Ahlberg **The Snowman**, by Raymond Briggs **The Christmas Pine,** by Julia Donaldson Non-fiction **Egg to Penguin**, by Camilla De la Bedoyere Harvest **Where does my food come from?** by Annabel Karmel **Farmer Duck,** by Martin Waddel	Space fiction **Aliens Love Underpants**, by Claire Freedman **Astro girl,** by Ken Wilson-Max Ocean fiction **Somebody Swallowed Stanley**, by Sarah Roberts **The Whale Who Wanted More**, by Rachel Bright **The Proudest Blue**, by Ibtihaj Muhammad and S.K Ali **We're Going to find the monster!** by Malorie Blackman **Commotion in the Ocean,** by Giles Andreae Non-fiction **Owls**, by Emily Bone **Look inside space,** by Rob Lloyd Jones **My encyclopaedia of very important oceans,** by DK	Fiction **We're Going on a Lion Hunt**, by David Axtell **Mr Wolf's Pancakes**, by Jan Fearnley **Dinosaurs Love Underpants**, by Claire Freedman **Pirates Love Underpants**, by Claire Freedman **You Can't Take an Elephant on the Bus**, by Patricia Cleveland-Peck **You Can't Let an Elephant Drive a Digger**, by Patricia Cleveland-Peck **Dig Dig Digging**, by Margaret Mayo Non-fiction **Dinosaurs**, by DK **My Big Book of Transport,** by Bryony Clarkson	Fiction **Jasper's Beanstalk,** by Nick Butterworth and Mick Inkpen **Spinderella,** by Julia Donaldson **A Seed in Need,** by Sam Godwin **The Tiny Seed**, by Eric Carle **Eddie's Garden,** by Sarah Garland **Tadpoles Promise,** by Jeanne Willis and Tony Ross **The Very Hungry Caterpillar,** by Eric Carle **Teeny Weeny Tadpole,** by Sheridan Cain and Jack Tickle **Tad,** by Benji Davies Non-fiction **Tadpole to Frog**, by Camilla de la Bedoyere **Seed to Sunflower**, by Camilla de la Bedoyere **Growing and Changing**, by Ruth Owen	We read and compare multiple versions of the following fairy tales: **The Gingerbread Man** **The Three Little Pigs** **Little Red Riding Hood** **Three Billy Goats Gruff** Non-fiction **Children's Cookbook**, by DK **Children's First Cookbook**, by DK **Bug Hotel**, by Libby Walden and Clover Robin People who help us **Amazing Machines: Awesome Ambulances**, by Tony Mitton and Ant Parker **Topsy and Tim: Meet the Police**, by Jean Adamson and Belinda Worsley **Real Superheroes**, by DK

		What are Feelings? by Katie Daynes					
Hook		**The Colour Monster (3 wks)** Exploring feelings and emotions. Sorting the mixed-up jar of coloured pom poms, buttons, colourful resources.	**The Gruffalo (CLPE unit) (2 wks)**  Muddy footprints in the classroom, go on a hunt. During the hunt, spot brow fur, claw marks and a giant white tusk! Half eaten snacks in classroom. Take photos to refer back to.	**Owl Babies (2 wks)**  Owl feathers left on the carpet, owl pellet? Nest left in outdoor area. Making owl masks.	**Hooray for Fish (CLPE unit) (2 wks)**  Ocean walk through (blue fabric draped with hanging fish etc) when they enter classroom in the morning, fish video on IWB. Fish themed reading corner.	**Errol's Garden (CLPE unit) (2 wks)**  Growing, planting. Planting cress on the Friday – grown by the Monday. Ina tuff tray. Planting in our outdoor beds / seeing flowers planted.	**Come on Daisy (2 wks)**  Chicks / ducklings in school?
	Audience	Getting to know our new classroom and school environments. Making new friends. Understanding our emotions.	Share with ourselves, families and peers. Photo slideshow for parents.	Ourselves and our peers.	Ourselves, our peers and our families (via Tapestry).	Ourselves, our peers and our families.	Ourselves and our peers, children around school, parents.
	Purpose	Fiction – to inform.	Non-fiction- observe and notice seasonal change.	Non-fiction – losing and finding story.	Rhyming text.	Fiction / non-fiction.	Fiction / non-fiction. Talk 4 Writing.
	Form	Self-portraits, feelings jars, monster mark making. Name recognition. Oracy – what does each feeling look like? Feel like? What might some situations be? What can we do?	Talk 4 Writing – class story map / retelling (recorded for Tapestry). Character description. Wanted poster for the Gruffalo – we must find him before he creates more chaos!	Talk 4 Writing – class story map / retelling. Turn into five sentence story. Orally retell focussing on beginning, middle and end. Children to draw pictures from the story and begin to give meanings to the mark they make.	Talk 4 Writing. Watch ocean video – what else lives in the ocean? Use magazines to cut out – discussion prompt. Before revealing front cover, show children illustration of fish. Discussion. Repeated refrains	Instructions for growing / looking after plants / environment / minibeasts?	Talk 4 Writing approach - story map. Information Text: report on ducks.

				Information report on owls (focus on names of different owls)	– story telling with actions. Story map / mountain.		
	EYFS Development Matters 2020 link:	Listen to simple stories and understand what is happening, with the help of pictures. Enjoys drawing freely.	Enjoy listening to longer stories and can remember much of what happens. Enjoys drawing freely.	Start a conversation with an adult or a friend and continue to take many turns. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. Enjoy drawing freely.	Start a conversation with an adult or a friend and continue to take many turns. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. Enjoy drawing freely.	Engage in extended conversations about stories, learning new vocabulary. Use longer sentences of four to six words. Understand the five key concepts about print.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately.
Hook		**You Choose (2 wks)**  Choices.	**The Best Diwali Ever – Diwali (1 wk)**  Diwali themed activities. Exploring light and fireworks.	**Star in the Jar (2 wks)**  Making our own stars in jars.	**Ten Little Pirates (1 wk)**  Pirate dress up, treasure chest with treasure. Making pirate hats / hooks.	**The Runaway Pea (2 wks)**  Vegetables hidden around classroom. Letter from the missing pea? Missing poster?	**Goldilocks and the Three Bears (2 wks)**  Crime scene with porridge bowls, small medium and large chairs and some blonde hair. Chn to walk into classroom and guess what has happened! Written statements (initial sounds next to crime scene photos)
	Audience	Ourselves and our peers.	Our peers and teacher - a cultural story about Diwali	Ourselves, our peers and our families.	Ourselves and our peers.	Ourselves and our peers.	Ourselves and our peers, children around school and our parents.
	Purpose	Non-fiction.	Fictional text to inform. Narrative.	Fiction – problem / solution.	Fiction / non-fiction.	Fiction – adventure story.	Fiction.

		Oracy – our favourite things. What would we do? What would we have? Talk about personal experiences.					
	Form	Who is in your family? Family photos, drawings, mark making, verbal descriptions / discussions – observations on Tapestry. Make our own 'You Choose' page based on children's favourite things.	Talk 4 Writing. Story map / Simplify story in a large class book or cards to sequence – together as a class and as a choice in provision. Firework / rocket name recognition. Firework safety – class poster.	Discussions surrounding the meaning of the story (PSED). Story map – what happened?	Beginning, middle, end. Notice rhyming words in the story. Pirate / sea picture. What can you see?	Invent our own 5 sentence adventure story as a class – act it out – make a story book, taking photos.	Talk 4 Writing. Story mountain / map. Mark make a story map consolidating beginning, middle and end. Innovated story / create our own version. Instruction text: how to make porridge (shared write).
	EYFS Development Matters 2020 link:	Listen to simple stories and understand what is happening, with the help of pictures. Add some marks to their drawings, which they give meaning to. For example: "That says mummy". Enjoys drawing freely.	Enjoy listening to longer stories and can remember much of what happens. Enjoys drawing freely.	Start a conversation with an adult or a friend and continue to take many turns. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. Enjoy drawing freely.	Use longer sentences of four to six words. Develop their communication, but may continue to have problems with irregular tense and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Engage in extended conversations about stories, learning new vocabulary. Use longer sentences of four to six words. Understand the five key concepts about print.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately.
Hook		**Rosie's Walk (2 wks)**  Special delivery from Rosie the Hen. An envelope that directed us to follow her clues to find a treasure! Sent across the pavement, into the farm area, through the polytunnel and down	**The Leaf Thief (2 wks)**  Autumn / leaf themed tuff tray. The squirrel's favourite food was hazelnuts – draw	**Stomp Dinosaurs Stomp (1 wk)**  Dinosaur footprints, video of dinosaur walking across carpet / outdoor area.	**The Train Ride (CLPE unit) (2 wks)**  Train role play – chairs set up on carpet with cardboard train surrounding. Train tickets and signs, sound / view on IWB.	**Oliver's Fruit Salad (2 wks)**  Exploring exotic fruits, making our own fruit salad.	**Jack and the Beanstalk (2 wks)**  Letter from the giant, giants' footprints on the carpet from the door.

		then down the slide. When we return to the classroom there will be a treasure chest filled with chocolate coins and pictures from the story.	and label favourite fruits. Share and eat them!	Creating our own dinosaur egg. Make dinosaur puppets.			Giant's castle in role play area. Paint runner bean seeds different colours and put in a little sack. Boil six eggs and spray or paint them cold, leave in the sand tray for children to discover.
	Audience	Ourselves and our peers, video / pictures for Tapestry.	Ourselves, our peers and our families via Tapestry.	Families at home [video on Tapestry] – children joining in with rhyme and repetition.	Ourselves and our peers.	Ourselves and our peers.	Ourselves and our peers. Beanstalks to take home to grow with families.
	Purpose	Non-fiction – quest story. Intro to Talk 4 Writing.	Fiction story.	Fiction.	Look at holiday photos. Recount of a special journey (car / train /bus) we have each been on – mark making / video for Tapestry.	Non-fiction – to inform.	Fiction
	Form	Re-write 'Rosie's Walk' as a class book set in town with different hazards. Instructions Text: simple class activities, e.g. how to do something; how to get from one place to another.	Talk 4 Writing story map. Create a missing poster for the leaf – adjectives to describe the leaf. Make up our own stories about where the leaf has gone. Autumn pictures using natural materials.	Use the puppets to retell the story, make up actions for the story. Story map.	Circle time – contribute to discussions about travelling to different places. Re-enact the story – role play going on a train. Talk 4 Writing. Create a map with boxes relating to First, Next, After, Finally.	Verbal instructions for making a fruit salad. Recount – a class non-fiction diary food / fruit snack account for the week. Including adjectives to describe [where appropriate].	Talk 4 Writing. Story mountain / board / map / sequencing. Children to design their own baddie for the story. Orally retell the story which will be scribed underneath. Role play using puppets and masks. Character description of giant.
	EYFS Development Matters 2020 link:	Listen to simple stories and understand what is happening, with the help of pictures. Enjoys drawing freely.	Enjoys drawing freely.	Enjoy drawing freely. Engage in extended conversations about stories, learning new vocabulary. Use longer sentences of four to six words.	Enjoy drawing freely. Engage in extended conversations about stories, learning new vocabulary. Use longer sentences of four to six words.	Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately.

						Use longer sentences of four to six words. Understand the five key concepts about print.	
Hook			**The Twinkly Twinkly Nativity (2 wks)**  Nativity / song performance to parents. Nativity scene in continuous provision.		**We're Going on a Bear Hunt (CLPE unit) (1 wk)**  Signs of a bear in classroom and outdoor area, sensory tuff trays.		**Jasper's Beanstalk (1 wk)**  Measuring our height, growing and measuring our sunflowers / beanstalks.
	Audience/ Purpose		Ourselves, our peers and our families. Fiction, performance.		Ourselves, our peers, the bear.		Ourselves, our peers and families.
	Form		Retell the story with props. Five sentence story / story map / sequencing cards. Christmas cards to post and send home. Letter to Father Christmas. Name recognition. Perform nativity to parents.		Invitation to the bear to come into school.		Non-fiction / fiction.
	EYFS Development Matters 2020 link		Enjoy listening to longer stories and can remember much of what happens. Enjoys drawing freely.		Enjoy drawing freely. Engage in extended conversations about stories, learning new vocabulary. Use longer sentences of four to six words.		Growth focus – how have we grown? Physically but also mentally. What have we learnt? Look back at mark making from beginning of year. Look back on handprints and

				Add some marks to their drawings, which they give meaning to.		compare. Measure again with string and compare. Presentation for parents – name / letter writing, mark making, photos and pupil voice.
Cultural Capital Link	People who help us visitors from fire brigade, police, dentist. Autumn walk.	Harvest festival church visit and performance. Walk to post office. Christingle service at the church.	Bring your wheels to school week. Planetarium visit / virtual experience. Winter walk.	Real life cycle experiences – chicks / caterpillars / tadpoles. Spring walk. Easter bonnet parade.	Walk to the park / picnic. Bee keeper visit? Real life cycle experiences – chicks / caterpillars / tadpoles.	End of term experience - afternoon tea / picnic with parents. Making and decorating gingerbread men.
Cross-Curricular Writing Assessment Opportunity	<u>Planned enhancements</u> - Mark making in continuous provision - Mark making opportunities in outdoor areas - Fine motor activities/ provision linked to focus					
Additional opportunities within the learning environments	- Themed role play areas with mark making / writing resources - Writing table and resources readily available – pens, pencils, whiteboards, post-its, notebooks, paper, letters, posters, cards - Interest tables – caterpillars, tadpoles, farm etc – mark making / writing resources available on these - Picnic table outdoors with themed mark making resources and activities - Chalkboard and chalk outdoors and indoors - Writing belts available for use indoors and out - Painting / mark making resources					