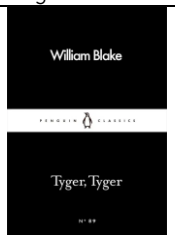
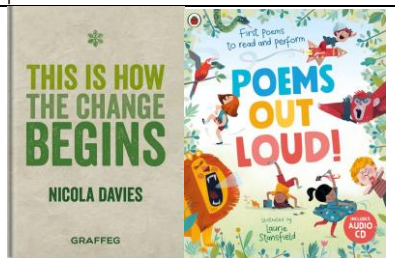
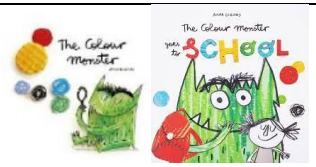
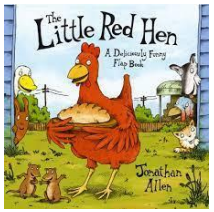
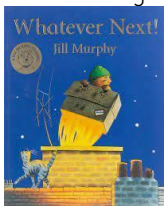
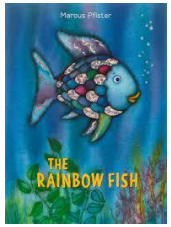
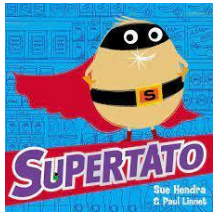
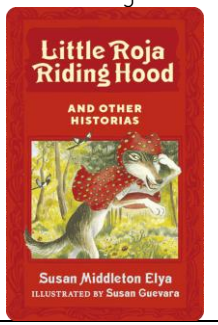
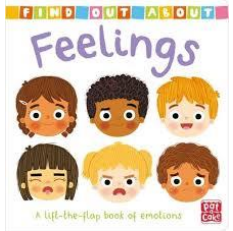
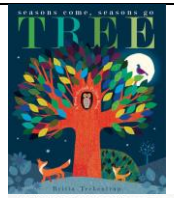
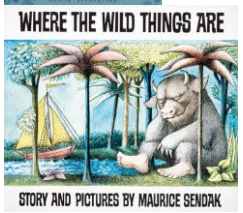
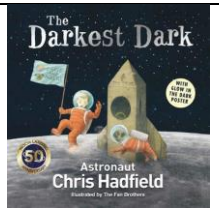
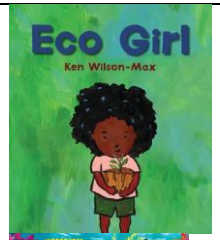
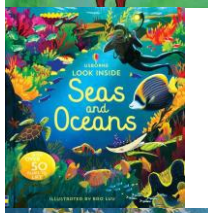
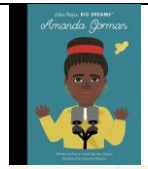
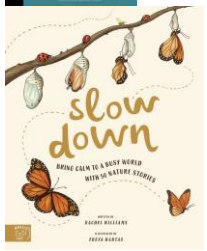
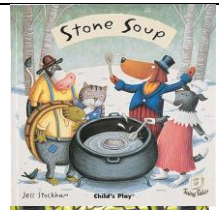
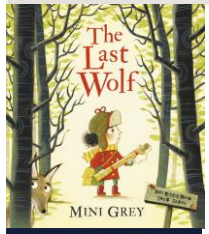
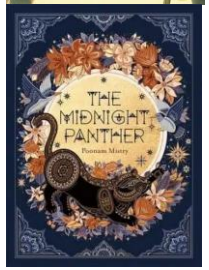
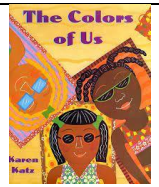
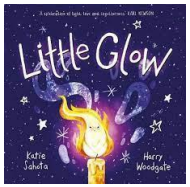
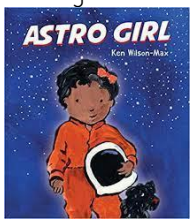
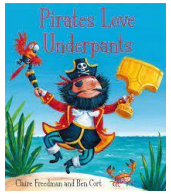
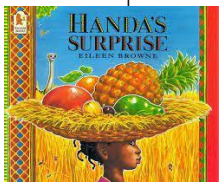
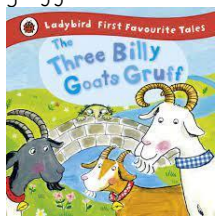
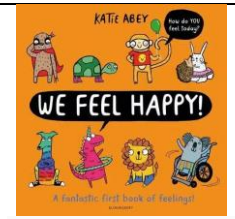
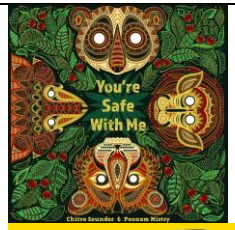
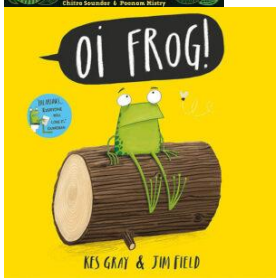
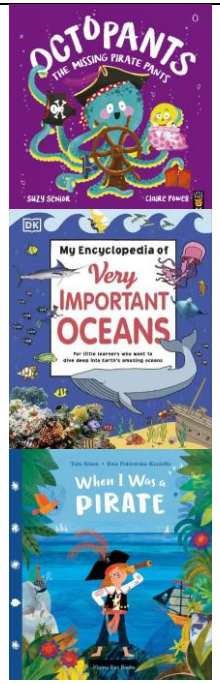
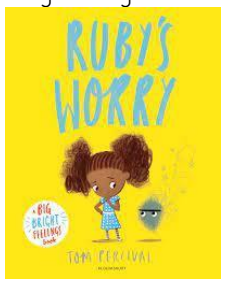
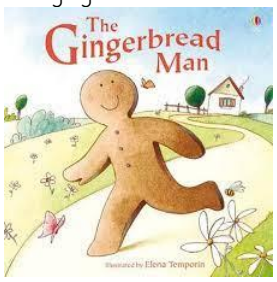
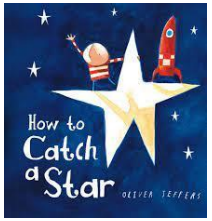
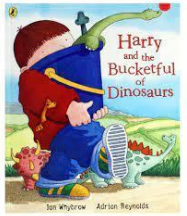
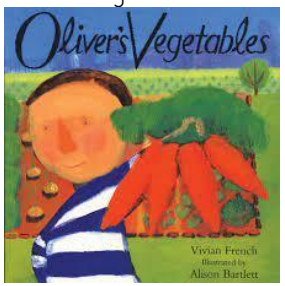
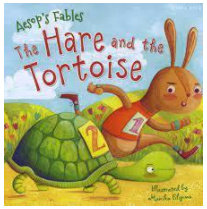
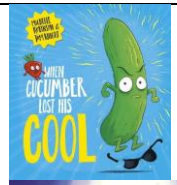
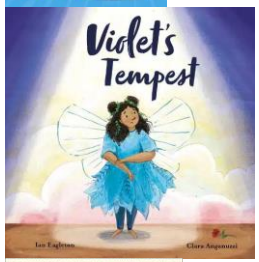
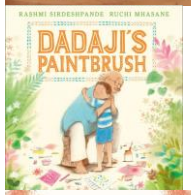
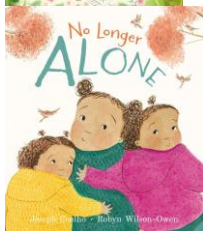
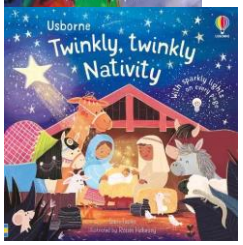
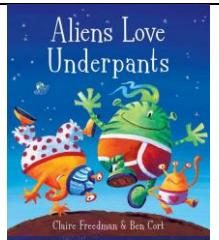
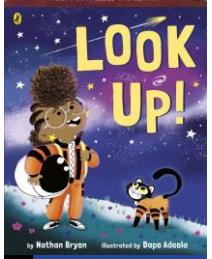
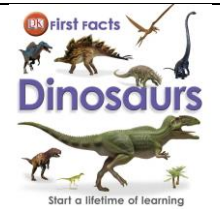
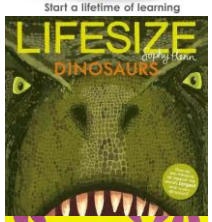
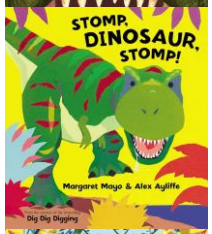
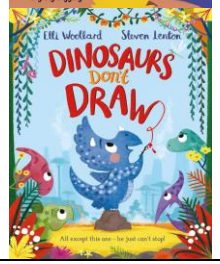
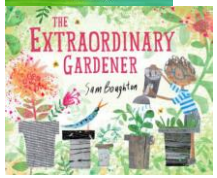
Year Group	EYFS – Reception		Debbie Marjoram		Antarctica Class	
Term	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Theme	All about me & people who help us	Celebrations – harvest, bonfire and nativity	A journey in time – space, dinosaurs, pirates		Growth and change	Traditional tales
Poetry	Miss Polly had a dolly who was sick, sick, sick Doctor Foster went to Gloucester		 Star Bright, Star bright		Daddy fell into the pond – Alfred Noyes The Magical Mud kitchen – Sara Fox	Little Red – Jessica McDonald Humpty Dumpty sat on the wall Jack and Jill went up the hill
Hook	 The colour monster; exploring feelings and emotions. Sorting the mixed up jar of coloured pom poms / colourful dress up.	The Little Red Hen 	Whatever Next – talk 4 writing  (2 weeks)	Rainbow Fish (2 weeks) 	Supertato (2 weeks) 	Little Red Riding Hood 

Satellite Texts including Non-fiction			 		 	 	  
	Audience	Getting to know our new classroom and school environments. Making new friends. Understanding and labelling our emotions.	Ourselves / storytelling to year one reading buddies. Fiction	KSI reading buddies. Ourselves.	Ourselves and peers.	School enterprise – class adventure story anthology for fundraising sale for class resources.	School library – innovated story books.
	Purpose	Fiction – to inform (1 week)	Orally retell a story Verbal simple instructions	Fictional narrative to express ideas.	Fictional narrative.	Fiction – adventure story.	Fiction.
	Form	Name labels for an in-class display Oral initial sound identification.	Story board/ story sequencing. Labelling [initial sounds].	Fiction - Create a sequenced story map. Verbal retelling. Create a list. Innovate.	Writing CVC, CVCC words with increasing independence to share what we can find under the sea.	Create own adventure story – oral retelling. Write own 5 sentence adventure story.	Innovated story/ create our own version.
	EYFS Development Matters 2020 link:	Identifying initial sounds. Listen to and talk about stories to build familiarity and understanding.	Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.		Retell a familiar story. Develop an understanding of	Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write words and phrases.	Blend sounds to read words. Write some letters accurately.

			Develop small motor skills to hold a range of tools eg: pencils, scissors, paint brush etc. Use some print and letter knowledge in early writing. Write some letters accurately. Identify sounds within spoken words. Identifying initial sounds. Give meaning to the marks they make. Begin to build words by identifying sounds within. Recall key events within familiar narrative. Understand the 5 key concepts of print.		the five key concepts of print. Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write simple words and phrases. Begin to develop an awareness of capital letters and full stops.	Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	Use phonics knowledge to write words and phrases. Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Develop the foundations of a handwriting style which is fast, accurate and efficient.
Hook		 Colour exploration	The Little Glow (Diwali) (2 weeks). 	Astrogirl – Talk 4 Writing  (3 weeks)	Pirates love underpants (2 weeks) 	Handa's surprise (2 weeks) 	The three billy goats gruff (2 weeks) 

		 	 				
	Audience	Ourselves & peers	Our friends and teacher- a cultural story about Diwali	A letter to an astronaut / space museum.	Families at home [video link].	Ourselves and our peers.	School library – book review.
	Purpose	(1 week) Orally compose and share ideas of likes/dislikes & think we are good at. Finger gym fine motor focus to build pencil control & readiness.	Recall key events within the story and develop an understanding about why some religions celebrate Diwali. Write labels to describe and inform.	Narrative leading to non-fiction research and print.	Poem – create our own pirate narrative verse. Revisit rhythm and rhyme.	Non-fiction– to inform.	Non-fiction to inform.
	Form	Non-Fiction to inform Self description - oral rehearsal self-portrait	Fictional text to inform. Narrative.	Create a role on the wall. Identify key questions to ask to drive learning around Space. Create an astronaut fact file.	Writing CVC and CVCC words with increasing independence. Recall the order of sounds in words, in sequence.	Construct a fact file on fruits from around the world. Oral retell with structure and detail. Innovation.	Book comparison and review. What is similar/ different in the traditional tales.

	EYFS Development Matters 2020 link:	Identifying initial sounds. See themselves as valuable individuals.	Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Develop small motor skills to hold a range of tools eg: pencils, scissors, paint brush etc. Use some print and letter knowledge in early writing. Write some letters accurately. Identify sounds within spoken words. Recognise that people have different beliefs and celebrate them in different ways.	Enjoy listening to longer stories and remembering key events. Clearly share and express ideas. Retell a familiar story. Develop an understanding of the five key concepts of print. Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write labels and captions.	Retell a familiar story. Develop an understanding of the five key concepts of print. Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write simple words and phrases.	Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write words and phrases. Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write words and phrases. Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Develop the foundations of a handwriting style which is fast, accurate and efficient.
Hook		Ruby's worry – CLPE unit 	The gingerbread man (2 weeks)  FX Guru video - Gingerbread man running through the classroom. Where have the gingerbread gone?	How to catch a star – CLPE (2 weeks) 	Harry and the Bucketful of dinosaurs (2 weeks) 	Oliver's Vegetables (2 weeks) 	The Tortoise and the Hare (2 weeks) 

Satellite texts		   	 	  	   	 	
	Audience/ Purpose	(2wk) Ourselves and peers. Develop a sense of self. Deepen understanding of the world around us through fictional text.	To create our own [class] story book to share with others. (2wk)	Retelling to ourselves and peers.	Dinosaur lost poster to publish across school and within the local community.	Ourselves & peers.	A sense of self and personal growth – a transitional tale.
	Form	Discussions. Begin to express, recognise and value emotions. Verbal captions (scribed by adult) for pictorial representation.	Talk for Writing - story mapping - oral retelling. Writing simple captions and CVC/ CVCC words.	Story maps. Sequencing key events. Verbal retelling. Innovation of part of the story – recorded with pictures, labels,	Poster	Recount – a non fiction diary food account for the week. Including adjectives to describe [where appropriate].	Letter/ fact file of ourselves to summarise our strengths, proudest moments in reception and ambitions for year 1.

				captions and simple sentences as possible.			
	EYFS Development Matters 2020 link:	Talk about immediate members of their family and local community. Identifying initial sounds. Give meaning to the marks they make. Begin to build words by identifying sounds within. Understand the 5 key concepts of print.	Engage in story times. Begin to build words by identifying sounds within. Recall key events within familiar narrative. Understand the 5 key concepts of print. to hold a range of tools eg: pencils, scissors, paint brush etc. Use some print and letter knowledge in early writing. Write some letters accurately.	Enjoy listening to longer stories and remembering key events. Clearly share and express ideas. Retell a familiar story. Develop an understanding of the five key concepts of print. Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write labels and captions.	Develop an understanding of the five key concepts of print. Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write simple words and phrases.	Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write words and phrases. Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	Blend sounds to read words. Write some letters accurately. Use phonics knowledge to write words and phrases. Sequence words to write a sentence. Accurately use capital letters and full stops. Use new vocabulary in different contexts. Develop the foundations of a handwriting style which is fast, accurate and efficient.
Cultural Capital Link		People who help us visitors from fire brigade, police, dentist (via video). Little Town role play centre trip.	Harvest festival church visit and performance. Farm visit?	Planetarium visit?	Visit to the sealife centre. Visit to the dinosaur park.	Pensthorpe growth and seasonal change workshop.	
Extended Writing Outcome		Family tree picture with captions [initial sounds]. Name writing	A letter to Father Christmas.	Character description. List [including adjectives if appropriate].		Five sentence adventure story.	Letter to new teacher.
Cross curricular writing & mark making opportunities		Family tree with name and family name writing [PSED]	Nativity story map and performance (UtW, EaD)	Space art (labelling) (UtW, EaD, PD)		Bean/ plant diary (UtW) Label parts of plant (UtW, EaD) Similarities and differences in culture [EaD]	Provision enhancements – across all areas
Additional opportunities within the learning environment		– writing pads in role play – interest tables with clipboard – shared spoken and written vocabulary – accessible whiteboards and prompts – writing area with books, notepads, magnetic writing boards, post it's envelopes, different sized/ coloured papers – talking tins					

	- writing shed - wooden logs - large outdoor chalkboard - mini movable chalkboards in the classroom - writing belts - mini glitter trays
Terminology/ Word Class/Vocabulary:	letter, capital letter, word, sentence, full stop, noun, proper noun, verb, adjective, finger space.