|  |
| --- |
| **Reception** **(Further detail on content can be found on termly plans)** |
|  | **Autumn One** **(7 weeks)** | **Autumn Two****(7 weeks)** | **Spring One****(6 weeks)** | **Spring Two****(5 weeks 3 days)** | **Summer One****(6 weeks)** | **Summer Two****(6 weeks)** |
| **Topic Title / Information:**  | Settling in (2 weeks)All About Me (2 weeks)Autumn and Halloween (3 weeks) | Colours (2 weeks)People who help Me (2 weeks) Christmas / celebrations (3 weeks) | Winter Wonderland(2 weeks)Space (2 weeks)Superheroes(2 weeks) | Fairy-tales (4 weeks)Easter/Spring(1 week)  | Farm (3 weeks)Mini Beast topic (3 weeks) | Transport (2 weeks)Seaside/Under the Sea(3 weeks)Transition |
| **Book/text links**  |  |  |  |  |  |  |
|  **Literacy** | As **Writers,** we will; * Give meaning to the marks we make
* Write our own name and some captions
* Orally re-tell simple stories
* Sequence a story (through role play etc)

As **Readers,** we will;* Hear and say the initial sound in words.
* Recognise familiar words including our own name.
* Begin to segment and blend the sounds in simple words. (In line with phonics knowledge)

  | As **Writers,** we will; * Use story-telling vocabulary (once-upon a time..) when re-telling
* Begin to use simple connectives
* Explore rhyme and alliteration
* Use our phonics knowledge to write words which are spelt correctly or match our spoken sounds.

As **Readers,** we will;* Understand that information can be retrieved from books and computers.
* Continue a rhyming string
* Use vocabulary and forms of speech that are increasingly by our experience of books.
* Segment and blend the sounds in simple words. (In line with phonics knowledge)
 | As **Writers,** we will; * Use a capital letter at the start of sentences
* Finish a sentence with a full stop
* Use finger spaces between words.

As **Readers,** we will;* Read some common irregular words.
* Use our phonic knowledge to decode regular words.
* Enjoy an increasing range of books
* Read and understand simple sentences
* Segment and blend the sounds in simple words. (In line with phonics knowledge)
 |
| **Phonics** | Phase 1 and AssessmentsS a t p i n m d g  | B f ffL ll ssReading CVC | J v x yz zz quch sh thng ai ee igh | Oa ooar orur owoi ear airure er | Phase 4 clusters and blends ay ou ieoy ur ue |
| **Communication and Language**  | **Listening and attention** * Focuses attention
* Listens to others one to one or in small groups.
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

**Speaking*** Uses language to imagine in play situations.
* Includes a narrative during play.

**Understanding** * Follows a story without pictures/prompts.
* Responds to instructions involving a 2-part sequence.
 | **Listening and attention** * Two-channelled attention – can listen and do for short span.
* Maintains attention, concentrates and sits quietly during appropriate activity.

**Speaking*** Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Extends vocabulary exploring the meaning and sounds of new words.

**Understanding*** Understand humour eg nonsense verse
* Responds to ideas expressed by others.
 | **Listening and attention** * Listen attentively in a range of situations.
* Listens to stories, accurately anticipating key events and respond.
* They give their attention to what others say and respond appropriately, while engaged in another activity.

**Speaking*** Express themselves effectively, showing awareness of listeners’ needs.
* Use past, present and future forms accurately
* Connect ideas or events.

**Understanding*** follow instructions involving several ideas or actions.
* Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
 |