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| **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 Assessments  S a t p i n  m d g | | | B f ff  L ll ss  Reading CVC | J v x y  z zz qu  ch sh th  ng ai  ee igh | | Oa oo  ar or  ur ow  oi ear air  ure er | Phase 4 clusters and blends  ay ou ie  oy 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. | |