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| **Autumn 1**  All About Me:  About me and my family.  People who help us.  **Autumn 2**  Traditional Tales:  Little Red Riding Hood.  The Three Little Pigs  The three Billy Goats Gruff  Christmas | **Communication and language-**  Enjoy listening to longer stories and can remember much of what happens.  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication.  Use longer sentences of four to six words.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  **Literacy-**  Understand the five key concepts about print:  - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing  Develop their phonological awareness, so that they can:  - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing.  Write some or all of their name.  Write some letters accurately. |
| **Spring 1**  Past and Present  Toys  Dinosaurs  **Spring 2**  It’s Alive  Life Cycles  Animals-Farm Visit  Planting and Growing | **Communication and Language-**  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **Literacy-**  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to the phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. |
| **Summer 1**  Different Environments  The Park  Woods/Forest-  The Gruffalo  The Stickman  Jungle-  Handa’s Surprise  **Summer 2**  Under the Sea  Sea creatures  Water  At the seaside  Pirates/Mermaids | **Communication and Language-**  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **ELG Listening, Attention and Understanding-**   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * Make comments about what they have heard and ask questions to clarify their understanding. * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.   **ELG Speaking-**   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.   **Literacy-**  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to the phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  **ELG Comprehension:**   * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * Anticipate (where appropriate) key events in stories. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.   **ELG Word Reading:**   * Say a sound for each letter in the alphabet and at least 10 digraphs. * Read words consistent with their phonic knowledge by sound-blending. * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.   **ELG Writing:**   * Write recognisable letters, most of which are correctly formed. * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others. |