



EYFS – St Anne’s Class

Autumn Term

	Theme	Focus	Text*	Objectives
<b>Week 1</b> <i>(2 days)</i>	Transition (half days)			
<b>Week 2</b>	Myself	School/Transition	Our Class is a Family – Shannon Olsen	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> <li>I can listen to and join in with songs, rhymes, stories and associated actions</li> <li>I can offer my own ideas based in several situations, sometimes with support</li> <li>I can talk in full sentences, sometimes with support</li> <li>I can talk in full sentences of at least 4-6 words</li> <li>I can retell the main points of my favourite stories</li> <li>I can answer where, when, how and why questions, sometimes adding more detail to my answers</li> </ul> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>I can identify rhyming pairs and continue a rhyming string</li> <li>I can orally blend and segment</li> <li>Form some recognisable letters matched to sounds, with support.</li> <li>I can begin to read and make simple CVC words.</li> <li>I can read and write my name.</li> </ul>
<b>Week 3</b>		Family	Hair Love – Matthew A. Cherry	
<b>Week 4</b>		Friends	I’m Sticking with You – Smriti Halls & Steve Small	
<b>Week 5</b>		Our Town	Last Stop on Market Street – Matt De La Pena	
<b>Week 6</b>		The Park <u>Other Faiths</u> <i>Week: Hanukkah</i> <i>Wed, 25 Dec 24 – Thu, 2 Jan 25</i>	Voices in the Park – Anthony Browne	
<b>Week 7</b>		The Woods	Owl Babies – Martin Waddell	
<b>Week 8</b>		People Who Help Us	All through the Night – Polly Faber	
<b>Week 9</b>	Space	The Planets	Meet the Planets – Caryl Hart	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> <li>I can retell known stories in my own words, with some support</li> <li>I can offer my own ideas and recall experiences using new words I’ve learnt</li> <li>I can make up my own stories with support</li> <li>I can talk in full sentences using past and present tenses accurately.</li> </ul> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>I can form most letters correctly</li> <li>I can read and spell CVC words containing Phase 2 GPCs</li> <li>I can read words containing known digraphs, with support</li> <li>I can read all Phase 2 tricky words</li> <li>I can begin to write a simple phrase.</li> </ul>
<b>Week 10</b>		<i>Halloween &amp; Diwali</i> <i>Thu 31 Oct – Fri 1 Nov</i>		
<b>Week 11</b>		The Sun <i>Bonfire Night</i>	Sun! One in a Billion – Stacy McAnulty	
<b>Week 12</b>		The Moon <i>Remembrance</i>	Bob The Man on the Moon – Simon Bartram	
<b>Week 13</b>		Astronauts	On the Moon – Anna Milbourne Astro Girl – Ken Wilson-Max	
<b>Week 14</b>		Rockets	The Space Train – Maudie Powell-Tuck & Karl James Mountford	
<b>Week 15</b>		Aliens	<i>The Aliens are Coming – Colin McNaughton</i>	
<b>Week 16</b>		Constellations	How to Catch a Star – Oliver Jeffers	

## Spring Term

	Theme	Focus	Text*	Objectives
<b>Week 1</b>	The Natural World	Continents	Dear Earth – Isabel Otter	<u>Communication and Language:</u> <ul style="list-style-type: none"> <li>I can recall key facts from non-fiction texts we've been reading, with support</li> <li>I can make up my own simple stories following a simple beginning, middle and end structure</li> <li>I am beginning to offer simple explanations and opinions using new words I've learnt.</li> </ul> <u>Literacy:</u> <ul style="list-style-type: none"> <li>I can read and spell CVC words containing Phase 3 digraphs, with support</li> <li>I can write simple sentences containing learnt Phase 3 digraphs, with support.</li> </ul>
<b>Week 2</b>			Here we are – Oliver Jeffers	
<b>Week 3</b>		The Oceans	Meet the Oceans – Carlyn Hart	
<b>Week 4</b>			<i>Chinese New Year - Wed 29<sup>th</sup> Jan</i>	
<b>Week 5</b>		The Polar Regions	Lost and found – Oliver Jeffers	
<b>Week 6</b>		Mini beasts	The Hungry Caterpillar – Eric Carlie	
Half term				
<b>Week 7</b>	Our Planet	Dinosaurs	Harry and the Bucketful of Dinosaurs – Ian Whybrow & Adrian Reynolds	<u>Communication and Language:</u> <ul style="list-style-type: none"> <li>I can retell known stories in greater detail, without support</li> <li>I can explain and express opinions using new words I've learnt</li> <li>I can tell my own stories in increasing detail</li> </ul> <u>Literacy:</u> <ul style="list-style-type: none"> <li>I can read and spell CVC words containing Phase 3 digraphs</li> <li>I can 'chunk' groups of sounds to read longer words</li> <li>I can read all Phase 3 Tricky words</li> <li>I can write simple sentences containing Phase 3 digraphs.</li> </ul>
<b>Week 8</b>			<i>Ramadan: Fri, 28 Feb – Sun, 30 Mar</i>	
<b>Week 9</b>		Traditional Tales	Goldilocks and the three bears – <i>Multiple retellings</i>	
<b>Week 10</b>			Jack and the Beanstalk – <i>Multiple retellings</i>	
<b>Week 11</b>		Farms	What the Ladybird Heard – Julia Donaldson	
<b>Week 12</b>		<i>Eid : Sun, 30 Mar – Mon, 31 Mar</i>	Dora's Chicks – Julie Sykes	
<b>Week 13</b>		Planting and growing	Oliver's Vegetables – Vivian French	

## Summer Term

	Theme	Focus	Text*	Objectives
<b>Week 1</b>	Water	Weather	Drop – Emily Kate Moon	<u>Communication and Language:</u> <ul style="list-style-type: none"> <li>I can recall key facts from non-fiction texts we've been reading</li> <li>I can ask questions to find our more</li> <li>I can talk about the past, using new words I've learnt</li> <li>I speak in longer sentences joined by conjunctions following a spoken model</li> </ul> <u>Literacy:</u> <ul style="list-style-type: none"> <li>I can read some Phase 4 short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC,</li> <li>I can read some compound words</li> <li>I can write a sequence of simple sentences using any taught digraphs/trigraphs, with support</li> </ul>
<b>Week 2</b>			Water Cycle	
<b>Week 3</b>		Once upon a Raindrop – James Carter		
<b>Week 4</b>		Rivers	The Rhythm of the Rain – Grahame Baker-Smith	

<b>Week 8</b>	Sand, Sea and Sun	The Seaside	The Lighthouse Keeper's Tea – Ronda & David Armitage	<u>Communication and Language:</u> <ul style="list-style-type: none"> <li>■ I can ask questions and explain what I understand by the answers</li> <li>■ I can use talk to plan using new words I've learnt</li> <li>■ I can speak in longer sentences joined by conjunctions</li> <li>■ I can include aspects of story language in the stories I make up</li> </ul> <u>Literacy:</u> <ul style="list-style-type: none"> <li>■ I can read and spell CVC words containing Phase 4 adjacent consonants: Long vowel CVCC, CCVC, CCCVC, CCV, CCVCC,</li> <li>■ I can read some words ending in -s /s/ &amp; /z/</li> <li>■ I can read some words ending -es</li> <li>■ I can read some words ending -ing, -ed /t/, /id/, /ed/ &amp; /d/ -er, -est,</li> <li>■ I can read all Phase 4 Tricky words</li> <li>■ I can write a sequence of simple sentences using any taught digraphs/trigraphs</li> </ul>
<b>Week 9</b>			Sharing a Shell – Julia Donaldson	
<b>Week 10</b>		Transport	Oi! Get off our Train – John Burningham	
<b>Week 11</b>		Toys	Traction Man is Here – Mini Grey	
<b>Week 12</b>		Pirates	The Pirates are Coming – John Condon & Matt Hunt	
<b>Week 13</b>	The Night Pirates – Peter Harris & Deborah Allwright			

\*These Books are primary or lead texts but are supplemented with many additional stories and non-fiction books on the same theme. These are shared in lessons, story times and sharing sessions throughout the day.