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| EYFS – Nursery | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Area of Learning** | | | | | | | | | | | | | | | **Possible Themes/Interests/Lines of Enquiry**  Autumn 1 – Seasons/Autumn songs (Nikki Davies)/Ourselves/senses  Autumn 2 - Literacy and Numeracy songs/Harvest/fireworks/Bonfire night/Nursery rhymes with Rory Rabbit/Christmas  Spring 1 – Seasons/Winter and Spring Songs (Nikki Davies)/Animal babies/Chinese New Year  Spring 2 - Farming Foods/Easter/Mother’s Day  Summer 1 – Seasons/Summer Songs (Nikki Davies)/Transport/Journeys  Summer 2 - Holidays/ Paddington/Transition to Reception/Father’s Day | | | | | | | | | | | | | | | **Visit/experience** | | Visit to the woods (forest school activities) | | Visit to the woods (forest school activities) | | Visit to the woods (forest school activities) | | Visit to the woods (forest school activities) | | Visit to the bees | | Visit to the quiet garden | | | **Communication and Language** | | **Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions and vocalisations.**  Daily opportunities to engage and participate in circle time stories and rhymes. Modelling listening/sitting/actions.  **Understands different situations-able to follow routine events and activities using non-verbal cues**  Visual time table used to establish nursery routines.  **Copies familiar expressions.**  **Uses different types of everyday words (nouns, verbs and adjectives).**  Modelling how to use continuous provision and associated vocabulary. | | **Enjoys rhymes and demonstrates listening by trying to join in.**  ‘Rory Rabbit’ used to promote the enjoyment of nursery rhymes in both home and school.  **Selects familiar objects by name and will go and find objects when asked.**  Provide simple instructions.  **Beginning to put two words together.**  Learning new songs/chants/rhymes, asking children questions about familiar events.  **Beginning to ask simple questions.** | | **Pays attention to own choice of activity.**  Children engaging in free play/continuous provision during mornings and afternoons.  **Understands simple sentences.**  Following instructions and direction.  **Beginning to talk about people and things that are not present.** | | **Listens with interest to the noises adults make when they read stories.**  Whole class/small groups and one to one.  **Recognises and responds to familiar sounds.**  Listening walks.  **Identify action words by following simple instructions.**  **Beginning to understand more complex sentences.**  **Uses language to share feelings/experiences and thoughts.**  Calm corner with emotion flashcards/books about feelings.  **Holds a conversation jumping from topic to topic.** | | **Shows interest in play with sounds, songs and rhymes.**  Musical instruments, supersonic phonics.  **Understands who, what, where in simple questions.**  **Learns new words very rapidly and is able to use these in communicating.** | | **Single channelled attention, can shift to a different task if attention fully obtained-using child’s name helps focus.**  **Developing understanding of simple concepts (fast, slow, good, bad).**  Daily routines, circle time discussion.  **Uses a variety of questions.**  **Uses longer sentences.**  Modelling and repetition. Gives attention to the teacher and responds appropriately. | | | **KEY TEXTS** | **Topic Box from Library** | | | | | | | | | | | | | **Literacy** | Reading  **Is interested in and anticipates books and rhymes and may have favourites.**  Children choosing favourite nursery rhymes to sing before morning register. | | **Begins to join in with actions and sounds in familiar song and book sharing experience.**  Modelling of actions to specific songs/rhymes. | | **Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories**  The children have a regular story time where the children are exposed to a range of stories/texts. | | **Fills in the missing word or phrase in a known rhyme, story or game e.g. ‘Humpty Dumpty sat on a….’** | | **Begins to recognise familiar logos from children’s popular culture, commercial print or icon for apps.** | | **Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.**  Introduction to musical instruments during circle time. Model how to play these. | | |  |  | | | | | | | | | | | | | **Phonics** | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 1-3)** | | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 1-3)** | | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 4-7)** | | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 4-7)** | | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 4-7)** | | **Supersonic phonics friends.**  **Firm foundations-basics 1 (aspects 4-7)** | | | **Literacy** | **Emergent writing**  **As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.** | | **Begins to understand the cause and effect of their actions in mark making.**  Opportunities to practice using a range of mark making tools. Effective modelling of how to use these in different ways to create different effects.  **.** | | **Knows that their marks are of value.**  Questioning during mark making activities. | | **Enjoys the sensory experience of making marks.** | | **Distinguishes between the different marks they make.** | | **Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.**  Opportunities to experience a range of mark making activities both inside and outside the classroom environment. Picture/letter and number provocations included in sand/play dough areas to encourage mark making. | | | | | | | | | |
| EYFS – Reception | | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Area of Learning** | | | | | | | | **Possible Themes/Interests/Lines of Enquiry**  Autumn 1: Pete the Cat/ Owl Babies/ Autumn stories/ Halloween/family  Autumn 2: Autumn/ Halloween/ Bonfire Night/ Gruffalo/Stick Man/Diwali/Christmas around the world.  Spring 1: Winter/ Lunar New Year/ Space/ Local area/ Valentine’s day  Spring 2: Spring/ Traditional Tales/ Pancake Day/ Easter/ Growing up  Summer 1: Summer/ Life cycles- frog, butterfly, sunflowers/ Slugs and Snails/Bee’s/ Farms past and present/ St. George’s Day  Summer 2: Seaside (past and present)/ Pirates/ Bears- fiction- visit to the woods and non-fiction/ Royal Family/Transition | | | | | | | | **Visit/experience** |  | Visit to the woods.  Zoolab insect workshop- The Zagaro | Pantomine  Moon party.  Walk around local area |  | Visit to HH apiary | Leighton Moss visit.  Swimming- leisure centre  Transition | | **Communication and Language** | Listen to familiar stories and begin to focus attention.  Use sentences of 4-6 words. | Join in with stories and anticipate key events.  Follow directions and respond to instructions. | Consider the listener and take turns in conversations.  Use new vocabulary and retell a simple event in the correct order. | Begin to use more complex sentences- linking ideas using ‘and, because’.  Understand questions such as ‘who, why, when, where and how’. | Follow instructions involving several ideas or actions.  Describe events in some detail. | Retell a story.  Use past, present and future tenses.   1. Listen and respond to ideas expressed by others. | | **Literacy** | **Phonics: Supersonic Phonic Friends (SSPF)**  Basics 1/2- hearing sounds, identifying rhythm and rhyme.  **Reading:** Hear sounds in words and be able to say these sounds e.g. cat= c-a-t  Listen to, and join in with stories.  **Writing:** Begin to make letter type shapes and attempt to represent their name and other simple words. | **Phonics: (SSPF)**  Basics 2- know 19 sounds as per parent newsletter.  **Reading:** Learn to read books match phonic sounds taught. Read individual letters by saying sounds. Blend these sounds into single words in reading books.  **Writing:** Link sounds to letters and write recognisable letters in sequence. Begin to hold pencil with good grip. | **Phonics: (SSPF)**  Consolidate basics 2. Segment and blend sounds and learn tricky words as per parent newsletter.  **Reading:** Ongoing- learn to read books**.** Become aware of the way stories are structured and tell own stories. Segment sounds and blend to read words.  **Writing:** Begin to spell 2 and 3 letter words using Basics 2 letters. Write own name and labels/captions. | **Phonics: (SSPF)**  Begin Basics 3. Know the sounds and tricky words as per parent newsletter.  **Reading:** Ongoing- learn to read books. Read simple phrases and sentences made up of words with known sounds. Retell simple stories in the correct sequence.  **Writing:** Write labels and captions progressing to short sentences in their play.  Hold a pencil effectively to form recognisable letters. | **Phonics: (SSPF)**  Consolidate Basics 3.Read and write simple sentences using phonic knowledge.  **Reading:** Begin Guided Reading sessions. Describe story setting, events and characters in increasing detail. Answer comprehension questions about the book.  **Writing:** Write a simple phrase or sentence that can be read by others with a full stop. | **Phonics: (SSPF)**  Basics 4 and consolidate any sounds not yet secured.  Know the tricky words for each basics stage.  **Reading:** Guided reading sessions. Read aloud simple sentences and books consistent with their own phonic knowledge. Say whether they liked or disliked the book and why.  **Writing:** Write for different purposes- short story, list, instructions etc. Spell words using phonic knowledge. | | | | | | | | |
| Year 1 | | | | | | | |
| Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |  |
| Texts:  Colour monster  Leaf Man  Lost in the Toy Museum  Fiction:  Recount  Story writing  Non-fiction:  letter writing to the sad monster.  Poetry:  Autumn poem | | Texts:  Fireworks Poem  People Who help Us  Little Red Riding Hood  Fiction:  Recount  Setting description  Non-fiction:  Information poster of a person who helps us. (local)  Poetry:  Fireworks poem | Texts:  Jack and the Beanstalk  Pancake Poem  Fiction:  Story writing (alternative ending)  New Year Recount  Non-Fiction:  Instructional writing on how to grow a beanstalk  Poetry:  Pancake poem | Texts:  Leaf  Arctic fact Files  Mother’s Day Poem  Fiction:  Setting description  Character speech  Non-fiction:  Fact files for Arctic animals  Poetry:  Mother’s Day Poem | Texts:  The Queen’s Knickers  Queen Elizabeth II Save the  Bees! (local)  Fiction:  Recount  Story writing  Non-fiction:  Factual writing about the Queen.  Letter to the Queen  Poetry:  Save the Bees! (local) | Texts:  Oi Frog  Paddington  Dinosaur Fact Files  Fiction:  Character description  Paddington’s visit to Eldoret  Non-fiction:  Lifecycle of a frog  Omnivore/herbivore/  carnivore fact file. | 1. Little Red Riding Hood 2. How to grow a beanstalk 3. Paddington |
| Year 2 | | | | | | | |
| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Pieces for moderation |
| Texts: Pirates stories.  Captain Flinn and the Pirate Dinosaurs  Captain Flinn and the Pirate Dinosaurs Missing Treasure  Non-fiction:  Pirates information books. (non-chronological report)  Recount-Pirate Party  Arnside (place knowledge)-local study  Fiction:  Retelling of a story  Innovate of a story | Texts:  Malala’s Magic Pencil.  Malala’s Diary.  GFoL non-fiction texts  Non-fiction-History:  The Great Fire of London History books (chronology)  Poetry:  Twelve Days of Christmas.  Christmas poems. | | Texts:  Traditional Tales  Beegu  Non-fiction-Geography:  Place knowledge-Madagascar  (non-chronological report)  Comparison with Arnside  Fiction: Narrative  Traditional Tales with a Twist  Poetry:  Riddles  Spring Poetry. | Texts:  The Enchanted Wood  The Owl and the Pussycat poem  Non-fiction:  Who are our local heroes?  Invitation writing-to the wedding of The Owl and the Pussycat.  Fiction: Narrative The Further Adventures of The Owl and The Pussy Cat  Poetry:  The Owl and the Pussy Cat. | Texts: The Hen who Wouldn’t Give Up.  The Cat Who Wanted to Go Home.  The Owl who was afraid of the dark  Non-fiction:  Nocturnal animals ((non-chronological report)  Bees (local)  Fiction: Narrative  The Owl who was Afraid of the Dark  (Author Study) | Texts:  The Magic Faraway Tree  Harry and the Jaggedy Dragons  Mary Seacole and Florence Nightingale non-fiction texts  Fiction  Fantasy Stories-Harry and the Jaggedy Dragons. Children to write their own fantasy story.  Non-fiction:  Mary Seacole & Florence Nightingale . (non-chronological report) | 1.Pirate Story  2.Information-GFOL  3.Letter to Father Christmas  4. Description of story setting.  5.Spring Poem  6.Instructions-planting a bean.  7.Recount of visit to Leighton Moss  8.Fantasy Story |
| Year 3 |  | |  |  |  |  |  |
| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Assessed pieces: |
| Texts: Bronze Age Boy  Non-fiction:  Stone Age (non-chronological report)  Fiction:  Dragons | Texts: Rhythm of the Rain  Fiction:  Narrative  Non-fiction:  Instructional writing | | Texts: Beatrix Potter (Selection of books) (local)  Fiction: Narrative  Non-fiction: Recount of visit to Castlerigg Stone Circle (local) | Texts: The Great Kapok Tree  Fiction: Narrative (persuasive writing)  Texts :The Loch Ness Monster  Non-fiction: Newspaper report | Texts: Greek Myths by Marcia Williams  Fiction:  Greek Myths  Non-fiction:  Non-chronological report - Greece | Fiction: Pebble in My Pocket  Poetry:  Fly Eagle Fly innovate | 1. 1.Narrative-Dragons. 2. 2.Beatrix Potter (Non-fiction) 3. 3.Non-Chronological report-Greece 4. 4.Fiction-Pebble in My Pocket |
| Year 4 | | | | | | | |
| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |  |
| Texts:  Charlie and the Chocolate factory  Fiction:  Character description  Fantasy writing  Non-Fiction:  Bean to Bar explanation text | Texts:  Vanishing rainforest  Non-fiction:  Persuasive letter  Poetry:  Performance poetry | | Poetry:  Written poetry  Non-fiction:  Movie review  Fiction:  Narrative - blurb | Texts:  Varjak Paw  Non-fiction:  Adverts for enterprise  Fiction:  Newspaper report | Texts:  Beowulf  Fiction: Playscripts  Diary entry | Texts:  Iron Man  Fiction: Prequel for Iron Man  Creative writing  Non-fiction:  Information leaflet (local) | 1.Character description and creation of new room  2.Persuasive letters  3.Letter-writing: expressing point of view  4. Information leaflet on our local area |
| Year 5 | | | | | | | |
| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |  |
| Texts:  Journey to the River Sea  Non-fiction:  Summer writing  Fiction:  Journey to the River Sea | Texts:  Journey to the River Sea  Fiction:  Ghost Story  Poetry:  Riddles  Non-fiction:  instructions | | Texts: Boy at the back of the class  Fiction:  Mavis and the Mermaid  Non-Fiction:  Life Cycle of a Butterfly/tadpole | Texts: Boy at the back of the Class  Poetry:  Tony Walsh Lake District poetry (local)  Non-fiction:  Castles explanation text or Planet non-chron. Report (local) | Texts:  Tom’s Midnight Garden  Non-fiction:  Enterprise persuasive letter  Fiction:  Character and setting description of Tom’s Midnight Garden | Texts:  Tom’s Midnight Garden  Fiction:  The piano (playscript)  Non-fiction:  Mount Vesuvius Newspaper report  Poetry:  Alphabet aerobics | Fiction  -The Journey  -Water’s Edge  Non-Fiction  -persuasive letter  -newspaper report |
| Year 6 | | | | | | | |
| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Pieces for Moderation |
| Texts:  The Lion and the Unicorn  The Nowhere Emporium  Fiction:  Narrative COI  Narrative with suspense TNE  Non-fiction:  WW2 writing (cross curricular) | Non-fiction:  Residential writing (review on the Lion King/Pamphlet about one of the museums)  Poetry:  The Michael Rosen Rap and poetry slam. | | Texts:  The Lady of Shallot  Fiction:  The Lady of Shallot diary entry and setting description  Poetry:  Narrative poem Lady of Shallot/The Highwayman/The Raven  Non-Fiction (History time):  How did WW2 affect our local area? (local) | Texts:  Harry Potter book extracts and film clips  Fiction:  Pensieve writing (flashback devices)  Non-fiction:  Isaac Newton Biography  Balanced argument (local) | Fiction:  Revisiting COI and TNE for up-levelling  Non-fiction:  Climate change speech writing (cross curricular) | Texts: End of year production  Drama: End of year production  Non-fiction:  My Primary School life (speech) (local) | 1. Consequences of invasion 2. The Nowhere Emporium 3. Residential writing 4. The Michael Rosen Rap 5. Lady of Shallot diary entry 6. How did WW2 affect our local area? 7. Flashback 8. Isaac Newton Biography 9. Balanced argument   Fiction  Non-Fiction  Poetry |