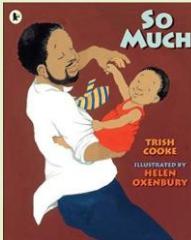
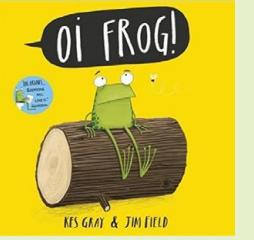
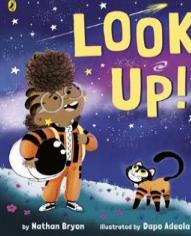
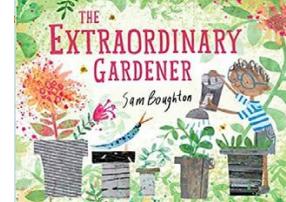
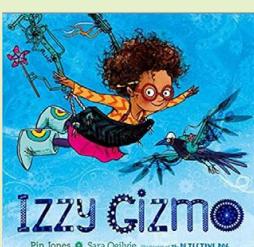
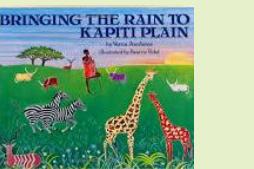
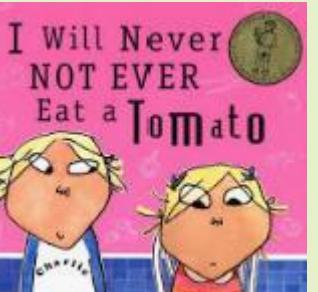


Theme/ Term	Outside Inside – Autumn	Knowing Yourself – Autumn
Writing Root Text	 <p><i>So Much</i> Trish Cooke and Helen Oxenbury</p>	 <p><i>Oi! Frog</i> Kes Gray and Jim Field</p>
Outcomes	<p>Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry</p>	 <p><i>Look Up!</i> by Nathan Bryon Illustrated by Dapo Adeola</p> <p>Look Up!</p>
Theme/ Term	Talents & powers – Spring	Sowing a seed – Spring
Writing Root Text	 <p><i>The Extraordinary Gardener</i> Sam Boughton</p>	 <p><i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart</p>
Outcomes	<p>Narrative inspired by the original text Labels, letters of advice, instructions, narratives</p>	 <p><i>I am Henry Finch</i> by Alexis Deacon Illustrated by Valerie Schatz</p> <p>Thought-bubbles, lists, commands, letters of advice. Guidebook – How to Think</p>
Theme/ Term	Celebrating Self – Summer	Family & Friends
Writing Root Text	 <p><i>The Night Pirates</i> Pete Harris and Deborah Allwright</p>	 <p><i>Izzy Gizmo</i> Pip Jones</p>
Outcomes	<p>'How to be a pirate' guides Writing in role, letters, labels and captions</p>	<p>Simple explanation Signage, letters of advice, lists, labelled diagrams</p>
 <p><i>Bringing the rain to Kapiti Plain</i> Sara Ogg</p>	 <p><i>I will not ever eat a tomato</i> Lauren Child</p>	
<p>Labels and captions, re-tellings, simple explanations Tourist information leaflet</p>	<p>Statements, writing in role, lists, own version narrative Own story about a fussy eater</p>	

Coverage from the EYFS Statutory Framework

The statements below are not 'single-lesson' objectives, but statements intended to be covered by the end of the EYFS. They will often be met in part and returned to across the year and some will be covered implicitly through the teaching of other objectives, tasks, activities or continuous provision. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

Prime Area: Communication and Language

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.

Specific Area: Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area: Literacy

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.

Specific Area: Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. N.B In line with the recommendations within the framework this document should not be prescriptive and 'planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things'