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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Books** | **Theme: Growing Together**  *Errol's Garden* by Gillian Hibbs  **Theme: Ourselves**  **PSHE theme: Understanding differences**  *Elmer the Elephant* by David Mckee  **Roald Dahl Week:** *The Colours*by Roald Dahl  **Poetry Week:**  *A Great Cuddle* by Michael Rosen  **Black History Month**:  *I Am Brown* by Ashok Banker  *The Same but Different Too* by Karl Newson | **Theme: Seasons- Autumn, hibernation and Christmas**  *Hibernation* by Carolyn Scrace  *Tree* by Britta Teeckentrup  *Bless you Santa* by Julie Sykes  The Nativity Story | **Theme: Winter and Polar Animals**  Season: Winter by Katy Pike  *Ridiculous* by Michael Coleman  *Poles Apart* by Jeanne Wills  <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jetters-continent-of-antarctica/zj9c382>  **Mental Health Week:**  ‘*Today I feel*…’ by Madalena Moniz  **Poetry Week:** *Let’s Celebrate* poetry collection | **Theme: Animals and Celebrations from around the world.**  *Celebration Around the World* Illustrated by Katy Halford  *If You Were a Panda Bear* by Wendell and Florence Minor  *Leaf* by Sandra Dieckmann  World Book Day  **PSHE Theme: Friendships and relationships**  **Books:**  *Kind* by Alison Green | **Theme: Mini beasts and plants**  *The Very Hungry Caterpillar* by Eric Carle  *Mad about Minibeasts* by Giles Andreae  *The Tiny Seed* by Eric Carle  *Bee* by Britta Teeckentrup  *Honey Bees* by Jill Esbaum  **Poetry Week**: Michael Rosen collection  Nursery rhymes | **Theme: Under the Sea, Dinosaurs**  *Commotion in the Ocean* by Giles Andreae  *The Fearless Octopus* by Charlotte Christie  *Harry and a Bucket Full of Dinosaurs* by Ian Whybrow  *Little Kids First Big Book of Dinosaurs: (National Geographic Kids)* by [Catherine D. Hughes](https://www.whsmith.co.uk/search?q=Catherine%20D.%20Hughes)  *Dream Big* Little Leader by Vashti Harrison  *ABCs of What I can Be* by Caitlin McDonagh |
| **Reading**  **(Word Reading & Comprehension)** | Children, starting from end of Autumn 2, are then given Oxford Reading Tree Reading books to match their ability and Phonics level. Children are supported in their blending of words/ reading of captions daily before being introduced to the OTRB. | | | | | |
| **Phonics** | Floppy’s Phonics Level 1/Level 1+ | Floppy’s Phonics Level 1+ | Floppy’s Phonics Level 1+ | Floppy’s Phonics Level 2 | Floppy’s Phonics Level 2 | Floppy’s Phonics Level 3 |
| **Writing (Handwriting)** | We follow the Penpals handwriting programme | | | | | |
| **Writing** | Recognising own name/ Writing own name  Mark marking. Giving meaning to your mark making.  Single sounds | Writing the graphemes for correspondent sounds/ Initial sound in words/ CVC words/ Phase 2 tricky words  Use of fingers to help segmenting words before writing them.  Diagraphs | Initial sounds/CVC/ CVCC words/ Two syllables words/ Phase 2 /Phase 3 tricky words  Use of fingers to help segmenting words before writing them.  Digraphs/ Trigraphs | Initial sounds/CVC/ CVCC words/ Two syllables words/ Phase 2 /Phase 3 tricky words/Labels and Captions/ Finger spaces  Use of fingers to help segmenting words before writing them (put sounds on your fingers)  Composition of a sentence orally before writing it and counting the words using their fingers.  Finger spaces | Initial sounds/CVC/ CVCC words/ Two syllables words/ Phase 2 /Phase 3 tricky words/ Finger spaces/ Writing simple sentences  Use of fingers to help segmenting words before writing them (put sounds on your fingers)  Composition of a sentence orally before writing it and counting the words using their fingers.  Finger spaces/ Full stop | Consolidation Reception Curriculum.  Initial sounds/CVC/ CVCC words/ Two syllables words/ Phase 2 /Phase 3/ Phase 4 tricky words/ Finger spaces/ Writing sentences  Use of fingers to help segmenting words before writing them (put sounds on your fingers)  Composition of a sentence orally before writing it and counting the words using their fingers.  Capital letter at the beginning of a sentence/ Finger spaces/ Full stop. |