

Y1 – Once Upon a Time		EYFS – Let’s Tell a Story	
Texts	Outcomes	Texts	Skills ready for Y1
<p>The Three Little Pigs</p> <p>Red Riding Hood</p> <p>Three Little Wolves and the Big Bad Pig</p> <p>Autumn Leaves</p>	<p>Oral Retelling of 3 little Pigs for an Audience.</p> <p>Create a class performance of the 3 little pigs.</p> <p>Create a map of their school area.</p> <p>Create a recorded route of mummy pigs journey with a bee bot.</p> <p>Have knowledge &amp; understanding of seasonal changes &amp; weather.</p> <p>Create and observational leaf drawing.</p> <p>Create a poem about Autumn demonstrating seasonal changes knowledge.</p> <p>Evidence of knowledge and understanding of materials and their properties.</p> <p>To make a strong stiff &amp; stable structure for the 3 pigs to live in.</p> <p>Write a set of instructions to inform someone of how to build a house for the pigs.</p> <p>Orally re-tell little red riding hood.</p> <p>To be able to use historical words to discuss what Grandmas house would have looked like a long time ago.</p> <p>To create a wallpaper design for Grandmas house using paint program.</p> <p>To create a print wallpaper design for Grandmas house.</p>	<p><b>F1:</b></p> <p>3 Little Pigs,</p> <p>3 Billy Goats Gruff</p> <p>Goldilocks &amp; the 3 Bears.</p>	<p><b>Spring Term:</b></p> <p>Pattern of 3 stories to get used to story structure.</p> <p>Repetition of story to simply retell with adult support in play.</p> <p>Know who the main characters are in the three little pigs and what they do/where they live.</p> <p>Use of puppets and other props to support retelling of stories.</p> <p>Talk about different material man-made and natural, in relation to stories (e.g. bricks-strong)</p> <p>Use colour for a purpose when creating representations of characters from stories.</p> <p>Begin to explore what happens when colours are mixed</p> <p><b>Throughout the Year:</b></p> <p>Exposure to new stories and building up the ability to listen to increasingly longer stories.</p> <p>Build up vocabulary and concept words over time.</p> <p>Learn rules around use of resources and how to use them for a purpose.</p> <p>Talk about the weather daily as part of morning/afternoon routine.</p> <p>Develop skills when using one handed tools- scissors, pencils, paint brushes, chinks.</p> <p>Sing songs linked to topic and nursery rhymes.</p> <p>Fine motor activities to build strength.</p> <p>Family box- 1 child take box home and fills with things that are special/represent them.</p> <p><b>Wanderlust</b></p> <p>Explore large construction to build a house for the 3 Little pigs</p> <p>Observe the weather and how it changes throughout the year.</p> <p>Exploration of natural objects providing opportunity to develop language skills.</p>
		<p><b>F2:</b></p> <p>The Gingerbread Man</p>	<p><b>Autumn Term:</b></p> <p>Look at maps in a simple form to add in places we might see on our way to school, and make their own with key places e.g. house, coop, school.</p> <p>Watercolour leaf painting on template to explore colour.</p> <p>Discussing celebrations and what they looked like in the past and now.</p>

		<p>Little Red Riding Hood Jack &amp; The Beanstalk</p>	<p>Map the Jolly Postman. <b>Spring Term:</b> Look at different countries and world map to see these. Look at and watch videos of the moon landing. Explore floating &amp; sinking, discussing waterproof materials and their properties. Exploring changes of state, (polar: ice &amp; melting etc) Alien bee bots making their own route around space.</p> <p><b>Summer Term:</b> Look at story settings for the texts and who the characters are, what happens in the story. Concept language e.g. Kings &amp; Queens Building sense of story, and using what we know about story patterns to create our own. Looking at toys in-depth, thinking about their properties and why they are used for different toys. Using these to evaluate &amp; price for big project toy drive. Looking at and discussing toys past and present. Pirate and fictional toys.</p> <p><b>Throughout year:</b> Daily routine, days of the week song, weather song, nursery rhymes &amp; singing. Logical thinking and patterns. Printing exploration in a range of ways. Junk modelling Art skills built up with a range of art materials used, pencil, chalks, watercolours &amp; poster paint. Reflection &amp; evaluation of models children make. Using these skills in a range of ways; collage, printing, joining &amp; painting.</p> <p><b>Wanderlust:</b> Notice changes to seasons, weather and what that means for the time of year, building up seasonal vocabulary throughout the year. Observe natural found objects closely looking at similarities and differences. Leaf theme week.</p>
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Y1 – Sensational Safari		EYFS – Poles Apart (F2) / Around the World (F1)	
Texts	Outcomes	Texts	Skills ready for Y1
Meerkat Mail The Odd Egg The Song of the Animal World	<p>To know what an animal is and to sort into groups.</p> <p>Non-chronological report about Meerkats.</p> <p>Chn to produce a short paragraph about Africa, demonstrating their knowledge of this continent.</p> <p>Chn become familiar with the basic of African dancing and perform a whole class short sequence.</p> <p>Chn write an extra verse for our African poem to perform for Sonny’s homecoming.</p> <p>Chn make a short sequence of sounds for a purpose (African music &amp; dance to be performed for Sunny’s homecoming in assembly).</p> <p>Chn to produce an African mask using mixing techniques.</p> <p>To understand where Antarctica is in the world.</p> <p>To write an email (paper copy) to Sunny explaining the reasons for and against visiting Antarctica.</p> <p>To have a secure understanding of the oceans and the different methods of transport that can be used.</p> <p>To create an e-book about the Wright Brothers.</p> <p>Children can retell the story of the Wright Brothers, understand their significance and how they influenced travel today.</p> <p>Children know about Amy Johnson’s achievements and understand their significance.</p> <p>Looking at other aviation heroes – Bessie Coleman and Douglas Bader.</p>	<p><b>F1:</b> Snail and the Whale Commotion in the ocean</p>	<p><b>Autumn Term:</b> Talk about what pet’s children have. Explore where we live/belong- at home, who with? Use instruments as part of pre reading phonics. Wake and shake time- daily movement to music.</p> <p><b>Spring Term:</b> Look at different animals and their young. E.g. sheep/lamb. Retelling stories and picking up on simple story structure to do so.</p> <p><b>Summer Term:</b> Look at where South Africa is, the weather and the food they might eat. Look at animals that live in different countries. To look at a globe and understand there are different countries in the world. Look at the sea, who lives in it and how you can travel on/through it. Non-fiction texts linked to different countries.</p> <p><b>Throughout the Year:</b> Exploring different art and media to create representations. Listen and move to dance/music. Explore instruments Fine motor activities to build strength. Sing songs linked to topic and nursery rhymes.</p> <p><b>Wanderlust</b> Observation of the weather and how it changes throughout the year.</p>
		<p><b>F2:</b> Poles Apart Jack Frost The Great Race</p>	<p><b>Autumn Term:</b> Talk about our community and where we belong. Look at letters and emails within the Jolly Postman. Listening to sounds &amp; making own firework sounds. Learning songs and playing percussion instruments for the nativity.</p>

		<p>The Great Explorer</p>	<p><b>Spring Term:</b>                  Poles Apart – look at the south pole and similarities and differences between here and other countries.                  Look at animals in different countries around the world and their features.                  Look at countries on a map, and what this might tell us.                  Look specifically at Kenya as a country and its weather, animals and some foods.                  Travel agents role play, looking at how you might travel or get to other countries.                  Look at video of the moon landing, and aviation in the past.                  Exploring sounds that aliens might make in outer space.                  Box modelling various vehicles.                  ‘I am Me’ anti bullying alien assembly/presentation.</p> <p><b>Summer Term:</b>                  What sounds do different toys make? How are they different now to what they used to be and why?                  Voting on which charity to send proceeds from toy drive too.                  Retelling stories they know in different ways.                  Creating posters for out toy drive</p> <p><b>Throughout year:</b>                  To be able to write sentences that can be read by themselves and others.                  Problem solving within mathematics.                  Pattern seeking and sorting linked to logical thinking.                  Look at a range of art, e-books, fiction &amp; non-fiction books.                  Sing a range of nursery rhymes.                  Class performances: Autumn Workshop, Nativity, Big project assembly.                  Use of iPads for games, research and photos</p> <p><b>Wanderlust:</b>                  Exploring, problem solving, and being resilient to achieve an end goal.</p>
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Y1 – Oh I do Like to Be beside the Seaside		EYFS – Toy Town (F2) / Around the World (F1)	
Texts	Outcomes	Texts	Skills ready for Y1
<p>Lighthouse Keepers</p> <p>Lunch</p> <p>Lighthouse Keepers Series</p>	<p>A set of instructions to make a Punch and Judy puppet.</p> <p>A Punch and Judy puppet created using textiles.</p> <p>A description of the characters from the text.</p> <p>A sandwich that they designed and made for the Lighthouse Keeper.</p> <p>Label a body map and write a glossary of the senses.</p> <p>A menu of food to send to the lighthouse keeper.</p> <p>Create a written description of a seaside image</p> <p>Children write sentences with finger spaces, punctuation and inc ‘er ‘est</p> <p>Children choose sounds to represent thoughts, feelings, mood and say how it makes them feel.</p> <p>Children create and record their own seaside soundscape</p> <p>Children create a drawing of a shell in sketch pencils and in coloured pencils based on the work of Alfred Wallis. Children understand how to edit &amp; improve their work.</p> <p>A postcard written to a family member of choice.</p> <p>A secure understanding of how seaside’s have changed over time.</p> <p>An evite to the Seaside Day to send to parents (via Seesaw?).</p> <p>An invitation to the Seaside Day.</p> <p>A piece of seaside poetry.</p>	<p><b>F1:</b></p> <p>Snail and the Whale, Commotion in the ocean and Non-fiction texts to explore different countries.</p>	<p><b>Autumn Term:</b></p> <p>Explore emotions, particularly happy and sad and what that means for them.</p> <p>Self-portraits- recognising and talking about facial features.</p> <p>Who lives with me- Explore families that are similar and different.</p> <p>How do we celebrate? Remembrance, Halloween, bonfire night, Christmas.</p> <p><b>Spring Term:</b></p> <p>Trying different foods- porridge Chinese new year. ‘New Food Friday’</p> <p>Create representations of characters from key texts.</p> <p>Follow instructions to make porridge.</p> <p><b>Summer Term:</b></p> <p>Exploration of language around seas/oceans and characters within this from the key texts.</p> <p>Compare different countries with a focus on food, weather and animals.</p> <p>Write labels- emergent writing or writing initial sounds (expectation will be different for each child). All children ascribe meaning.</p> <p><b>Throughout year:</b></p> <p>Explore sounds in different ways, as well as listening skills to enable children to focus on a task/activity.</p> <p>Access to puppets and props to explore story telling.</p> <p>Daily phonics to build knowledge in preparation for reading/writing- introduction of set 1 sounds alongside activities based on phase 1 phonics.</p> <p>Access to mark making equipment both inside and out.</p> <p>Build knowledge related to concepts of print.</p> <p>Class timeline of our year in nursery- built up throughout the year.</p> <p>Use of musical instruments- describe sounds, explore loud/quiet/fast/slow.</p> <p>Fine motor activities to build strength.</p> <p>Sing songs linked to topic and nursery rhymes.</p> <p><b>Wanderlust:</b></p> <p>Exploring different objects and building up vocabulary around these.</p>

		<p><b>F2:</b>                  Now &amp; Then                  Toys                  Magic                  Grandad's                  Big Book of                  History:                  Toys</p>	<p><b>Autumn Term:</b>                  Begin to look at describing words, what they are and how we can use them.                  Describe characters from the jolly postman, and then create our own characters who might get post, labelling them with some descriptive words.                  Explore our emotions, what we feel and what the different names for emotions are.                  Who is in my family? Do we all have the same people in our families? Look at similarities, differences and family member names.                  How did people celebrate? Do they still celebrate the same way today?</p> <p><b>Spring Term:</b>                  Learn about the different foods that people might eat, and what we need to stay healthy and strong.                  Compare different countries by looking at similarities and differences to others as we learn about them.</p> <p><b>Summer Term:</b>                  Look at past and present toys                  What is a puppet/puppet theatre &amp; where did they used to be?                  Using story language, and punctuation such as finger spaces and full stops in longer pieces of writing, especially as we begin to write extended pieces (more than 1 sentence) for our stories.                  Look at how we could change/add to our stories to make it even better/exciting for who will read it.</p> <p><b>Throughout year:</b>                  Exploration of different materials in use in Art, Design and Music.                  Puppets throughout teaching, and within topics to retell stories.                  Writing skills &amp; phonic knowledge to write words, sentences and phrases which are phonologically correct and can be read by others and themselves.                  Look at different artists and their styles: Molly Rausch (stamp paintings) etc.                  Timeline of past and present events built up over the year.                  Description of characters through texts.                  Looking at how we use our body in a range of ways.                  Evaluating our work and ourselves directly linked to the Characteristics of Effective Learning.                  Using a range of books, e-books and genres of text.</p>
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