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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 SykesThe 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 DieckmannWorld 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 nameMark 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 sentencesUse 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. |