

This overview is fluid – it will be tweaked in line with the needs and progress of the cohort. Topics will be focussed on each week; most topics will last a week and occasionally for two. The afternoon teaching session will be focussed on the weekly topic. Stories and texts will be linked to the theme, read in class and explored during Guided reading. The writing sessions will be linked to the topic and explored through the Fantastic lenses. Aligning the topic to the reading and writing focus for the week encourages vocabulary and cultural capital, as well as ensuring a curriculum delivery with depth and breadth to provide the best outcomes for our children.

Term	Week	Learning Focus	Texts/ <u>Media</u> / <i>Songs/Poems</i>	Vocabulary	Communication & Language	Phonics	Writing
Autumn	1	Induction & Home Visits					
	2	Induction & Home Visits					
	3	Introduction to the setting. Following our school Golden Rules.	Harry and the Dinosaurs Go to School Little Owl's First Day Whiffy Wilson the Wolf	school class me belonging	Introducing self Making new friends Building relationships with adults	Phase2 /s/a/t/p/	Getting settled into new setting and routine and talking about day in sequence.
	4	Exploring the various areas within the setting. Looking after resources. Making effective and respectful friendships. Baseline Assessments.	Who Wouldn't Go to School Betsy Goes to School The Lonely Spider This School Year will be the Best The Colour Monster Goes to School	new family uniform bookbag peg home settle rules	Making a lunch choice Greeting new people Using manners Renfrew Language Scales screen	/i/n/m/d/	Making relationships, learning about each other and growing confidence when speaking to others. Developing an effective pincer grip, developing pressure and control when mark making.
	5		<i>Nursery Rhymes</i>			/g/o/c/k/ TW (Tricky Word) - is	Beginning to practise correct letter formation for taught phonemes. Practise writing grapheme which corresponds with initial phoneme in words.
	6	<b>Black History</b> Understanding equality and celebrating differences. Learning about past black heroes and the difference they made to society.	Hair Love Jubari Jumps <a href="#">Wind the Bobbin Up</a>	same, different, equal, inequality, fair, unfair, hair, skin, eyes, height, taller, shorter, boy, girl, unique,	Discussion over what is fair and what is not. Sharing views on how to treat others fairly. Explaining and describing feelings.	/ck/e/u/r/ TW – l	Introduction to the Fantastic lenses as a hook to base writing on. Developing oracy, vocabulary and prosody. Speaking in full sentences.

7	<p><b>Community Week Theme</b>          How to keep oneself safe on a visit.          Deciding on name for class bear.          Trip to CMK; walk from hub to Build a bear, make a class bear, visit CMK library.</p>	<p>Tom and the Island of Dinosaurs          Lost and Found          Where the Wild Things Are          Get a Bus</p> <p><a href="#">One Man Went to Mow</a></p>	<p>trip, visit, ride, journey, adventure, explore, explorer, adventurer, backpack, pack, start, finish, picnic, safe, safety, library, vote, most popular</p>	<p>Discussion about places visited and activities taken part in.          Explaining where we would like to go in future.          Use of tenses.</p>	<p>/h/b/f/l/          TW – the</p>	<p>Making effective word choices and using plurals and tenses appropriately when building sentences orally.          Hearing initial phonemes in words and writing corresponding grapheme.          Introduce hearing other phonemes in sequence and understanding how to write graphemes to match phonemic sequence.          Developing an effective pincer grip, pressure, control and practise of correct letter formation.</p>
1	<p><b>Diwali</b>          How can Diwali be celebrated?          Exploring Diwali.          Developing tolerance and understanding of other faiths/beliefs.</p>	<p>The Best Diwali Ever          Rama and Sita          My First Diwali</p> <p><a href="#">I Can Sing a Rainbow</a></p>	<p>Diwali, Diya, celebrations, festival, Rama, Sita, Lakshmi, goddess, temple, prayer, patterns, Hindu, dance, party clothes, food, feast, generations, symmetrical</p>	<p>Explaining what a festival is and how we can celebrate them.          Sharing home experiences.</p>	<p>/ff/l/ss/j/          TW - put pull full as</p>	<p>Continue to embed the Fantastics lenses.          Developing letter formation and continuing to strengthen pincer grip.          Adjusting pressure to make marks with increasing control.</p>
2	<p><b>Poetry</b>          What is a poem?          Know that Nursery Rhymes are poem.          Performance poem; learn, add actions and perform to other classes.</p>	<p><a href="#">I'm a Little Teapot</a>  <a href="#">Hickory Dickory Dock</a>  <a href="#">Humpty Dumpty Sat on a Wall</a></p> <p>Selection of well-known poems</p>	<p>poetry, poem, nursery rhyme, rhyming, imaginative, emotions, poet, rhythm, actions, performance</p>	<p>Learning words and actions to a class poem and performing it to the other classes.          Sharing other poems that are known.</p>	<p>/v/w/x/y/          TW - and has his her</p>	<p>Continuing to work on vocabulary acquisition and speaking in full sentences which are semantically correct.          Continue to develop hearing phonemes in sequence and writing</p>

3	<p><b>Autumn</b> Noticing changes in our local environment. What shall we wear? What colours can we see? Go on an Autumn Walk in local area.</p>	<p>Pumpkin Soup Tidy The Enormous Turnip  <a href="#">I Hear Thunder</a></p>	<p>Autumn, season, month, year, time, signs, clues, leaves, tress, brown, green, orange, yellow, gold, cold, warm, weather, windy, rain, sunshine, clothes, hat, gloves, scarf, jacket, coat, wear, body, body parts, head, feet, hands, fact, quiz, true, false, walk, noticing, looking, finding,</p>	<p>Using language to describe what we can see in the world around us. Describing previous trips/experiences/walk to school.</p>	<p>/z/zz/qu/words with /s/ added at the end (hats sits) /ch/ TW - go no to into</p>	<p>corresponding graphemes to match phoneme sequence.</p>
4	<p><b>Safety</b> Where do we feel safe? How can we keep safe? What does safe mean?</p>	<p>Owl Babies Monkey Puzzle  <a href="#">5 Currant Buns</a></p>	<p>safe, safety, worry, upset, anxiety, anxious, problem, tell, comfort, support, share, sharing, healthy, wellbeing, help,</p>	<p>Identify how to keep self-safe, explain where safe place is and safe adults. Using connectives; because/and/so</p>	<p>/sh/th/ng/nk/ TW - she push he of</p>	
5	<p><b>Contrasting Locality</b> Study of Dubai Where in the world is it? What is it like there? What features do we notice? How is it different/similar to where we live?</p>	<p>Desert Animals  <a href="#">Row Row Your Boat</a></p>	<p>Dubai, Milton Keynes, U.A.E, UK, similarities, differences, landmark, Burj Khalifa, sorting, desert, average, weather, rain, sun, temperature, Summer, Winter, clothing, traditional, Muslim, hijab, ghutra, agal, abaya, dishdasha, kandura, languages, multicultural, Arabic, true, false, Venn diagram,</p>	<p>Discussion of places visited with family. Stories from places around the world and discussion of travel vocabulary. Comparing similarities &amp; differences between places. Explaining what has been noticed.</p>	<p>words with /s/ added at the end words ending s /z/ has bags TW - we me be</p>	<p>Consistently hearing initial phoneme in words and writing corresponding grapheme, moving to writing other GPCs (grapheme/phoneme correspondence) in sequence. Developing the skill segmenting; to hear phonemes in words in order.</p>
6	<p><b>Spiders</b> Noticing their features and webs, looking out for these in our gardens/outside area.</p>	<p>The Very Busy Spider Spinderella Aaargh Spider!  <a href="#">Incy Wincy Spider</a></p>	<p>spider, web, dew, fact, habitat, unique, black widow, prey, poisonous</p>	<p>Noticing and describing tiny details. Uses specific vocabulary to describe spiders, what they do and where they live.</p>	<p>Review &amp; assessment</p>	<p>Beginning to write independently using and applying phonemic knowledge to use segmenting skills to write graphemes in sequence which matches heard phonemes.</p>

	7	<p><b>Christmas</b> How can this festival be celebrated? Sharing home experiences and preparation. Developing tolerance and understanding of other faiths/beliefs.</p>	<p>Stick Man Nativity Story</p> <p><i>Christmas Performance songs</i></p>	<p>Christmas, Jesus, Mary, sequence, Spring, Summer, Autumn, Winter, celebrate, festival,</p>	<p>Learning words to describe festivals and talk about home experiences. Describe events in detail. Describe wishes for presents or the future.</p>	<p>Review and assessment</p>	<p>Writing CVC words with growing confidence with letter formation. Continue to develop independently writing using and applying phonemic knowledge to use segmenting skills to write graphemes in sequence which matches heard phonemes. Applying Phase 2 and 3 phonemic knowledge. Strengthening effective pincer grip with improving control, pressure and letter formation.</p>
	1	<p><b>The Snowman</b> What makes a good friend? Understand how to be a good friend and how to develop good friendships. Role playing characters.</p>	<p>The Snowman The North and South Poles <a href="#">The Snowman</a></p> <p><i>Christmas Performance songs</i></p>	<p>friendship, kind, helpful, snow, snowman, water, ice, freeze, melt, change, prediction, liquid, solid, sculpture</p>	<p>Thinking about &amp; explaining what characters will say to one another. Describe events using details from the story. Listen to &amp; talk about stories.</p>	<p>/oo/oo/ar/or/ TW - was you they</p>	<p>Hearing and writing sounds in sequence using segmenting skills. Applying GPC knowledge. Building of CVC words e.g. /mop/pit/can/fell/ etc. Applying Phase 2 and 3 phonemic knowledge.</p>
Spring 1	2	<p><b>Polar Regions</b> Where are they? Identify parts of the world where climate is different to home. Knowledge about which animals live there. Understand how we know about these extreme regions. Go on a Winter Walk.</p>	<p>Here Comes Jack Frost  <a href="#">Here We Go Round the Mulberry Bush</a></p>	<p>ice, icy, iceberg, glacier, melt, cold, colder, warm, warmer, frozen, freezing, frost, polar, region, difference, different, similar, similarities, snow, planet, globe, animal, polar bear, penguin, seal, walrus, North pole, South pole, season, changes, map, country, England, United Kingdom, Artic, Antarctica,</p>	<p>Using geographical vocabulary in correct context. Describing animals and habitats. Explore non-fiction texts and their layout. Renfrew Language Scales screen.</p>	<p>Phase 3 /ai/ee/igh/oa/</p>	<p>Strengthening effective pincer grip with improving control, pressure and letter formation.</p>

			sea, land, explorer, expedition, global warming, habitat, adapting, research,			
3	<b>Healthy Lifestyles</b> Develop knowledge about how to make healthy choices, exploring sleep, washing, diet, attitude, safety and exercise.	Oliver’s Vegetables  <a href="#">One Tomato, Two Tomatoes</a>	healthy, lifestyle, fruit, vegetables, balanced plate, balanced diet, safety, safe, ingredient, blender, road safety, stranger, exercise, sleep	How to look after self. Explaining home routines. Continuing to explore non-fiction texts and explain how these are set out. Talking about self and habits.	/ur/ow/oi/ear/ TW - my by all	Hearing and writing sounds in sequence. Building of CCVC/CVCC e.g. flip, slam, hush, junk. Applying Phase 2 and 3 phonemic knowledge. Strengthening effective pincer grip with improving control, pressure and letter formation.
4	<b>Chinese New Year</b> How can this festival be celebrated? Sharing home experiences and preparation. Developing tolerance and understanding of other faiths/beliefs.	My First Chinese New Year Zog  <a href="#">I am the Baker Man</a>	Chinese New Year, China, celebrate, calendar, lunar calendar, cycles, moon, sun, tradition, animals, pig, monkey, rabbit, rat, horse, dog, snake, ox, rooster, goat, tiger, dragon, Jade Emperor, race, prediction, Kung Hei Fat Choi, dragon dance, competitive	Talk about different beliefs & celebrations. Know how to describe countries from around the world, by explaining features and comparing similarities and differences.	air/er/ words with double letters:/dd/mm/tt/bb/rr/gg/pp/f/f/ TW - are sure pure	Writing a 4-word sentence to describe the dragon from the street dancing parade e.g. The dragon is red/gold/green. Using consistent GPCs to write words. Modelling spaces between words. Introduction to capital letters and full stops.
5	<b>Healthy Lifestyles</b> Exploring dental hygiene; understanding how to keep teeth clean and healthy through care and diet.	Handa’s Surprise  <a href="#">Brush Your Teeth</a>	healthy, lifestyle, fruit, vegetables, balanced plate, balanced diet, safety, safe, ingredient, blender, road safety, stranger, exercise, sleep	Describing trips to the dentist. Express & describe preferences and decisions. Explain how to look after teeth.	Longer Words	Writing a shopping list of other fruits Handa could buy, beginning to make plausible attempts at spelling using phonemic knowledge. e.g. apl for apple, melon, bnana for banana, plum,

6	<p><b>Valentines</b> How do we/could we celebrate Valentine’s Day? How do we show someone we love them?</p>	<p>Slug in Love <a href="#">Dingle Dangle Scarecrow</a></p>	<p>love, happy, show, heart, red, present, giving, celebrate, family, friends, special, sandwich, filling, spread, cutter</p>	<p>Describing emotions and feelings of people we love, and characters. Explaining how to show someone they are loved. Using verbs to start instructions.</p>	<p>Review &amp; assessment</p>	<p>Instructions on how to make a jam sandwich. Using verbs to begin instructions. Introduce using numbers to show an order. Using segmenting skills to hear and write GPCs making phonetically plausible attempts. e.g. Wash hands. Add the jam. Cut it. Eat it. Reinforce modelling capital letters and full stops. Modelling spaces between words.</p>
	<p><b>1</b> <b>Maps</b> Exploring a range of maps and their intended purposes. Understanding what a key is. Who might use one? Drawing a map of a familiar route and one from a well-known story.</p>	<p>The Snail and the Whale We’re Going a Bear Hunt What the Ladybird Heard <a href="#">Head Shoulders Knees and Toes</a></p>	<p>map, world, globe, google earth, journey, route, first, second, next</p>	<p>Describing what can be seen in the local environment. Using directional language with growing accuracy. Describing story setting and characters feelings. Retelling a well-known story.</p>	<p>Review Phase 3: /ai/ee/igh/oa/o o/ar/or/ur/oo/o w/oi/ear/</p>	<p>Developing confidence to write 4-word sentence e.g. Get/jump/hop on the fin. Modelling spaces between words. Reinforce modelling capital letters and full stops.</p>

2	<p><b>Rhyme</b> What is rhyme? Matching rhyming words and continuing a rhyming string.</p>	<p>Room on the Broom Detective Dog <a href="#">See the Little Bunnies</a> <a href="#">Sleeping</a></p>	<p>rhyme, rhyming, same, initial, end, sound, spelling, real, nonsense, matching, pairs, trios, odd one out, rhyming string,</p>	<p>Hearing rhyme, identifying it, then continuing rhyme. Learning rhymes and poems by heart.</p>	<p>Review Phase 3: /er/air Words with double letters longer words</p>	<p>Using rhyming words in a 3- or 4-word sentence based on the story Room on the Broom. E.g. Dog in a bog. Room on the broom. Using segmenting skills to hear and write GPCs making phonetically plausible attempts. Reinforcing modelling capital letters and full stops. Introducing using digraphs in words.</p>
3	<p><b>National Science Week</b> Annual theme TBC</p>	<p><a href="#">Miss Molly had a Dolly</a></p>	<p>TBC</p>	<p>Associated scientific vocabulary</p>	<p>words with 2 or more digraphs</p>	<p>TBC Using segmenting skills to hear and write GPCs making phonetically plausible attempts. Use digraphs in words. Growing confidence with writing 3- or 4-word sentences. Reinforcing capital letters and full stops. Growing confidence with using spaces between words.</p>

4	<p><b>The Very Hungry Caterpillar</b>          Sequencing events from the story.          Sorting food into healthy and less healthy choices.          Retelling the story.</p>	<p>The Very Hungry Caterpillar          The Life Cycle of a Butterfly  <a href="#">Old Macdonald had a Farm</a></p>	<p>caterpillar, hungry, full, sequence, order, butterfly, cocoon, chrysalis, cycle, healthy, egg, leaf, transform, choice,</p>	<p>Retelling the story through a deep familiarity with the text.          Sequencing story events.</p>	<p>longer words          words ending in /ing/          compound words</p>	<p>Writing 2 stages in the life cycle of a butterfly.          e.g. The caterpillar eats lots/is fat.          A beautiful butterfly comes out.          Using segmenting skills to hear and write GPCs making phonetically plausible attempts.          Use digraphs in words.          Growing confidence with writing 3- or 4-word sentences.          Reinforcing capital letters and full stops.          Growing confidence with using spaces between words.</p>
5	<p><b>Life Cycle of a duck</b>          Understand transition from egg to duck and the various stages of growth. Know how chicks hatch and describe the changes they go through until a grown hen.          Observing the chicks growing in the incubator.</p>	<p>Chicks          Little Red Hen  <a href="#">Goosey Goosey</a></p>	<p>life cycle, chicken, egg, season, Autumn, Winter, Spring, Summer, stages, living thing, hen, chick, hatch, hatching, matching, quiz</p>	<p>Using scientific vocabulary in context.          Using a non-fiction text.          Describing events using adjectives.          Sequencing events in an order to show growth.</p>	<p>longer words          words with /s/ in the middle          words ending _s          words with /es/ at end</p>	<p>Writing about 2 of the stages of the life cycle of a duck e.g. The egg cracks/breaks/splits. The chick is wet/small/sticky.          Using segmenting skills to hear and write GPCs making phonetically plausible attempts.          Using digraphs in words.          Growing confidence with writing 3- or 4-word sentences.          Reinforcing capital letters and full stops.          Growing confidence with using spaces between words.</p>



	6	<b>Easter</b> Retelling the Easter story through sequencing, making an Easter card and melting chocolate to make Crispy nests.	The Easter Story Mr Men - The Easter Egg Hunt  <i>Sing Off competition song</i>	Easter, Christian, Jesus, sequence, egg, retelling, card, celebration,	Sequencing a story in pictures through discussion with a partner. Retell the story using pictures to support the sequence. Explaining how Easter is celebrated at home.	Review and assess	. Instructions - how to make a crispy nest. e.g. Melt the chocolate. Mix in the wheat. Spoon it out. Eat it. Using numbers to order a sequence and verbs to begin each instruction.
Summer	1	<b>Eid</b> How can this festival be celebrated? Sharing home experiences and preparation. Developing tolerance and understanding of other faiths/beliefs.	The Most Exciting Eid	Eid, festival, celebration, feasting, fasting, faith, belief, Islam, Muslim	Discussion around how to celebrate this festival. Verbal recall of events and actions.	short vowels CVCC TW - said so have like	TBC
	2	<b>Gingerbread Man</b> Reading and retelling the traditional tale using story language. Understanding beginning, middle and end.	Gingerbread Man  <a href="#">Do You Know the Muffin Man?</a>	traditional tale, characters names, sequence, retell, design, decorate, story map	Repetition of text and some retelling using own words and language from story. Renfrew Language Scales screen.	short vowels CVCC CCVC TW - some come love do	Introducing speech bubbles and their purpose. Using speech bubbles to write what characters say at 4 different plot points. e.g. Run, run as fast as you can. Come back I want to eat you. Jump onto my nose. Snap, that was the end.

3	<p><b>Jack and the Beanstalk</b> Reading and retelling the traditional tale using story language. Understanding stories have a beginning, middle and end.</p>	<p>Jack and the Beanstalk <a href="#">If You're Happy and You Know It</a></p>	<p>traditional tale, characters, sequence, retell, story map, audience, babble gabble</p>	<p>Retell the story once developed a deep familiarity of the text. Verbal recall and sequencing using pictures to support this process. Using language of traditional tales in own retelling.</p>	<p>short vowels CCVCC CCCVC CCCVCC longer words were here little says</p>	<p>Writing about 4 key events in the story using plot points. e.g. Jack gets the seeds. Mum is cross. The beanstalk grows tall. The giant is cross/big. Reinforcing capital letters, full stops and commas.</p>
4	<p><b>Three Little Pigs</b> Reading and retelling the traditional tale using story language. Understanding stories have a beginning, middle and end.</p>	<p>Three Little Pigs <a href="#">The Animals Went in Two by Two</a></p>	<p>sequence, cardinal numbers, first, second, third, wolf, straw, bricks, sticks, beginning, middle, end, retell,</p>	<p>Confidently using story language found in traditional tales. Recalling and retelling the traditional tales known.</p>	<p>Longer words Compound words TW out, today</p>	<p>Rewriting the story of the three little pigs based on 4 plot points. e.g. The first pig built a house of straw. The second pig built a house of sticks. The third pig built a house of bricks. The big bad wolf is angry/wants to come in/blows the houses down. Reinforcing capital letters, full stops and commas.</p>

	<p><b>Minibeasts</b> Exploring minibeasts within the world in which we live, look closely at their features, their habitats and how to care for them.</p>	<p>Superworm <a href="#">Wiggly Woo</a></p>	<p>minibeasts, thorax, abdomen, antennae, wing, leg, (Names of minibeasts),</p>	<p>Describing features of minibeasts and their habitat. Retelling favourite stories which include minibeasts. Using and applying scientific vocabulary. Explaining what is seen in homes, gardens and on seasonal walks.</p>	<p>Root words ending in: _ing, _ed /t/, _ed /id/ed/ _est</p>	<p>Writing a thank you letter from the character Beetle to Superworm for saving him. e.g. Thank you for saving/rescuing/helping me. I was stuck/trapped/down in the well. You are a super/great/fantastic worm. Reinforcing capital letters, full stops and commas.</p>
1	<p><b>Growing</b> Understanding what a seed needs to germinate, and a plant needs to grow. Growing broad beans.</p>	<p>Planting Seeds <a href="#">Mary Mary Quite Contrary</a></p>	<p>planting, growing, bean, seed, water, grow, healthy, light, roots, stem, leaf, leaves, plant, soil, flower, fruits, vegetables, garden, field, woods</p>	<p>Sequencing real life events and explaining actions. Retell stories about growing plants and seeds. Using non-fiction texts for information. Using and applying scientific vocabulary.</p>	<p>Long vowel sounds CCVC CVCC</p>	<p>Explanation text - writing about what a seed needs to grow. e.g. Plant the seed. Water it. Give it light. Reinforcing capital letters and full stops. Introduce using commas.</p>

2	<p><b>Human Life Cycle</b>          Ordering the stages of the human life cycle.          Knowing changes at different stages.          Naming/labelling body parts.          Understand the passing of time through own timeline.</p>	<p>The Growing Story  <a href="#">When I was One</a></p>	<p>baby, toddler, child, teenager, adult, growing up, human, sequence, compare, notice, similar</p>	<p>Language associated with sequencing events.          Describing self as a toddler and a child, what they looked like as a baby.          Using scientific vocabulary.          Using language to describe self.          Using tenses correctly.          Aspirations for the future.</p>	<p>Long vowel sounds CCVC CCCVC, CCV, CCVCC</p>	<p>Writing facts about self – likes/dislikes, abilities and appearance. Using photos of themselves as stimulus for writing.          e.g. I was a small/little/tiny baby. My mum/dad helped/changed/fed me. I can walk/run/jump/hop. I want to be a ....          Reinforcing capital letters, full stops and commas.</p>
3	<p><b>Transport</b>          Comparing transport from present day to back in time.          Exploring how this has developed.          Local walk to look at transport in our local area.          Learning how to keep a tally.</p>	<p>Helicopters  <a href="#">Wheels on the Bus</a></p>	<p>transport, land, air, sea, types of vehicles, wings, wheels, windows, passengers, travel, time, old, new, history, change,</p>	<p>Describing features of various types of transport, using specific vocabulary.          Comparing the past with the present discussing similarities and differences.          Using historical vocabulary.          Connecting ideas.</p>	<p>Phase 4 words ending _s /s/z/ _es          Longer words</p>	<p>Study of the school minibus.          Add labels to the diagram. E.g. wheel, door, window, roof. Write about a feature e.g. We went on a trip to...          The minibus is fun/big/cool.          Reinforcing capital letters, full stops and commas.</p>

4	<p><b>Animals</b>          Visit to Rookery farm.          Using the farm’s website to research what is there.          How to keep safe on the trip.          Learning about animals and their habitats.</p>	<p>Cats          Dogs          What the Ladybird Heard  <a href="#">Yellow Bird</a></p>	<p>bull, cow calf, stallion, mare, foal, flock, fleece, ram, ewe, lamb, buck, billy, kid, gander, goose, pigsty,</p>	<p>Recounting life experiences.          Use of future tense to describe what they are looking forward to.          Use information from media.</p>	<p>Root words ending in:          _ing, _ed /t/,          _ed/id/ed/, _ed /d/</p>	<p>Website research of Rookery farm and what it has to offer. Writing about what we want to do once we are there.          Writing a recount of trip to the farm.          e.g. The bus was big/black/ and fast/speedy/quick.          Reinforcing capital letters, full stops and commas.          Introducing adding ‘and’ into a sentence for interest.</p>
5	<p><b>Pirates</b>          Dress up as a pirate day.          Learning about pirates appearances and characters.          Making a treasure map for others to follow.          Going on a treasure hunt.</p>	<p>Ten Little Pirates          The Pirates Next Door  <a href="#">I’m a Pirate</a></p>	<p>pirate, treasure, maps, compass, direction, forward, backward, sideways, steps, follow, hunt, search,</p>	<p>Describing selves.          Using alliteration.          Making comparisons.          Using and applying positional language.</p>	<p>Phase 4 words ending _s /s/z/ _es</p>	<p>Writing a description of a pirate focussing on appearance and character.          e.g. Pirates sail in a boat/ship/galleon. The pirate has a peg leg/black beard/hook hand.          Choosing and using adjectives.          Reinforcing capital letters, full stops and commas.</p>

5	<b>Transition</b> Visiting Year One. Understanding change. Managing feelings. Discussion of aspirations and hopes. Review – achievements and celebrations of Reception.	The Bear and the Piano	change, feelings, celebrate, emotions, nervous, excited, achievement	Describing aspirations and hopes for Year 1. Celebrating achievements in Reception	Review & Assess	Writing a simple sentence to describe hopes for Year 1 and celebrations of Reception year.
6	<b>Water</b> Where does it come from? How is it stored? What can we use it for?	Oceans The Snail and the Whale <a href="#">The Big Ship Sails</a>	water, ocean, sea, land, store, pipe, reservoir, lake, river, tap,	Using and applying geographical language Using non-fiction texts to research and explain findings.	Review & Assess	The snail and the whale send a postcard to the class which describes their travels. Reinforcing capital letters, full stops and commas.