



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/Media/ Songs/Poems	Vocabulary	Communication & Language	Phonics	Writing	
Autumn	1	Induction – Home Visits						
	2	Induction – Home Visits						
	3	Introduction to the setting. Following our school Golden Rules. Exploring the various areas within the setting. Looking after resources. Making effective and respectful friendships. Baseline Assessments	Harry and the Dinosaurs Go to School Little Owl’s First Day Whiffy Wilson the Wolf 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  <i>Nursery Rhymes</i>	school class me belonging new family uniform bookbag peg home settle rules	Introducing self Making new friends Building relationships with adults Making a lunch choice Greeting new people Using manners Renfrew Language Scales screen	Sound talking games Words with initial sounds  Phase 2/s/a/t/p/	Getting settled into new setting and routine. Making relationships, learning about each other and growing confidence when speaking to others.	
	4							
	5	Poetry – Performance poem to learn, add actions and show to other classes	<a href="#">I’m a Little Teapot</a> <a href="#">Hickory Dickory Dock</a> <a href="#">Humpty Dumpty Sat on a Wall</a>  Selection of well-known poems	poetry, poem, nursery rhyme, rhyming, imaginative, emotions, poet, rhythm, actions, performance	Learning words and actions to a class poem and performing it to the other classes. Sharing other poems that are known.	/i/n/m/d/	Introduction to the Fantastic lenses. Developing oracy, vocabulary and prosody. Speaking in full sentences.	
	6	Black History – Understanding equality	Hair Love Jubari Jumps	same, different, equal, inequality, fair, unfair, hair,	Discussion over what is fair and what is not.	/g/o/c/k/ is	Making effective word choices and using	



	and celebrating differences.	<a href="#">Wind the Bobbin Up</a>	skin, eyes, height, taller, shorter, boy, girl, unique,	Sharing views on how to treat others fairly.		plurals and tenses appropriately.
7	Adventurers & Explorers – wellbeing, self-confidence, exploring MK	Tom and the Island of Dinosaurs Lost and Found Where the Wild Things Are Get a Bus  <a href="#">One Man Went to Mow</a>	trip, visit, ride, journey, adventure, explore, explorer, adventurer, backpack, pack, start, finish, picnic, safe, safety, library, vote, most popular	Discussion about places visited and activities taken part in. Where would we like to go? Use of tenses.	/ck/e/u/r/ l	Hearing initial sounds in words. Developing an effective pincer grip.
1	Diwali – how can Diwali be celebrated? Developing tolerance and understanding.	The Best Diwali Ever Rama and Sita My First Diwali  <a href="#">I Can Sing a Rainbow</a>	Diwali, Diya, celebrations, festival, Rama, Sita, Lakshmi, goddess, temple, prayer, patterns, Hindu, dance, party clothes, food, feast, generations, symmetrical	What is a festival? Explaining how we can celebrate festivals. Sharing home experiences.	/h/b/f/l/ the	Developing letter formation and continuing to strengthen pincer grip. Adjusting pressure to make marks with increasing control.
2	Autumn – noticing changes in our local environment, what shall we wear, what colours can we see. Autumn Walk	Pumpkin Soup Tidy The Enormous Turnip  <a href="#">I Hear Thunder</a>	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,	Using language to describe what we can see in the world around us. Describing previous trips/experiences/walk to school.	/ff/l/ss/j/ put pull full as	Continuing to work on vocabulary acquisition and speaking in full sentences which are semantically correct.
3	Spiders – noticing features and webs, looking out for these in our gardens/outside area	The Very Busy Spider Spinderella Aaargh Spider!  <a href="#">Incy Wincy Spider</a>	spider, web, dew, fact, habitat, unique, black widow, prey, poisonous	Noticing and describing tiny details. Uses specific vocabulary to describe spiders, what they do and where they live.	/v/w/x/y/ and has his her	



4	Safety – where do we feel safe and how can we keep safe	Owl Babies Monkey Puzzle  <a href="#">5 Currant Buns</a>	safe, safety, worry, upset, anxiety, anxious, problem, tell, comfort, support, share, sharing, healthy, wellbeing, help,	Identify how to keep self-safe, explain where safe place is and safe adults Using connectives; because, and, so	/z/zz/qu/words with /s/ added at the end (hats sits) /ch/ go no to into	Hearing and writing initial sounds, and other sounds in sequence. Beginning to write independently using and applying phonemic knowledge.
5	Contrasting locality – Looking at a city in a desert country Dubai; What is it like? What features do we notice? How is it different/similar to where we live?	Desert Animals  <a href="#">Row Row Your Boat</a>	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,	Discussion of places visited with family. Stories from places around the world and discussion of travel vocabulary. Comparing similarities & differences between places.	/sh/th/ng/nk/ she push he of	
6	The Snowman – Friendships and how they are developed	The Snowman The North and South Poles <a href="#">The Snowman</a>  <i>Christmas Performance songs</i>	friendship, kind, helpful, snow, snowman, water, ice, freeze, melt, change, prediction, liquid, solid, sculpture	Thinking about & explaining what characters will say to one another. Describe events using details from the story. Listen to & talk about stories.	words with /s/ added at the end words ending s /z/ has bags we me be	Writing CVC words and developing letter formation. Applying Phase 2 and 3 phonemic knowledge.
7	Christmas – How can Christmas be celebrated? Developing tolerance and understanding.	Stick Man Nativity Story  <i>Christmas Performance songs</i>	Christmas, Jesus, Mary, sequence, Spring, Summer, Autumn, Winter, celebrate, festival,	Learning words to describe festivals and talk about home experiences. Describe events in detail. Describe wishes for presents or the future.	Review & assessment	



Spring 1	1	Polar Regions – Where are they? What are they like? Winter Walk	Here Comes Jack Frost <a href="#">Here We Go Round the Mulberry Bush</a>	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, Arctic, Antarctica, sea, land, explorer, expedition, global warming, habitat, adapting, research,	Using geographical vocabulary in correct context. Describing animals and habitats. Explore nonfiction texts and their layout. Renfrew Language Scales screen	Phase 3 /ai/ee/igh/oa/	Building of CVC words moving onto CCVC CVCC words.
	2	Healthy Lifestyles – dental care, how to clean teeth, balanced diet	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.	/oo/oo/ar/or/ was you they	Writing 3/4-word sentences using consistent initial sounds. Write a setting description.
	3	Healthy Lifestyles – sleep, diet, hygiene, wellbeing	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.	/ur/ow/oi/ear/ my by all	Writing a shopping list of the fruits from the story.
	4	Chinese New Year – celebrating and understanding cultures	My First Chinese New Year Zog	Chinese New Year, China, celebrate, calendar, lunar calendar, cycles, moon, sun,	Talk about different beliefs & celebrations. Know how to describe	/air/er/ words with double	Describing celebrations in phrases and sentences, thinking



		<a href="#">I am the Baker Man</a>	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	countries from around the world, by explaining features and comparing similarities and differences.	letters:/dd/mm/tt /bb/rr/gg/pp/ff/ are sure pure	about initial sounds and other sound sin sequence.
5	Maps – What are their purpose? Who might use one? Drawing a map of a route.	The Snail and the Whale We're Going a Bear Hunt What the Ladybird Heard  <a href="#">Head Shoulders Knees and Toes</a>	map, world, globe, google earth, journey, route, first, second, next	Describing what can be seen in the local environment. Using directional language with growing accuracy.	Longer words	Characters feelings and setting description.
6	Valentines – How do we celebrate Valentine's Day? How do we show someone we love them?	Slug in Love  <a href="#">Dingle Dangle Scarecrow</a>	love, happy, show, heart, red, present, giving, celebrate, family, friends, special, sandwich, filling, spread, cutter	Describing emotions & feelings. Explaining how to show someone they are loved.	Review & assessment	Character feelings description
1	Rhyme – What is rhyme? Matching rhyming words and continuing a rhyming string.	Room on the Broom Detective Dog  <a href="#">See the Little Bunnies Sleeping</a>	rhyme, rhyming, same, initial, end, sound, spelling, real, nonsense, matching, pairs, trios, odd one out, rhyming string,	Spotting rhyme and continuing rhyme. Learning rhymes and poems by heart.	Review Phase 3: /ai/ee/igh/oa/oo/ ar/or/ur/oo/ow/o i/ear/	Description of a characters actions at plot points in a story.
2	Chicks – from egg to chicken and the various stages of growth, hatching of eggs to chicks	Chicks Little Red Hen  <a href="#">Goosey Goosey</a>	life cycle, chicken, egg, season, Autumn, Winter, Spring, Summer, stages, living thing, hen, chick, hatch, hatching, matching, quiz	Scientific vocabulary Non-fiction texts Describing events using adjectives Sequencing events	Review Pahes 3: /er/air Words with double letters longer words	Chicks – writing about the stages of the life cycle
3	National Science Week Annual theme TBC	<a href="#">Miss Molly had a Dolly</a>	TBC	Scientific vocabulary	words with 2 or more diagraphs	Writing about the butterfly life cycle stages.



	4	The very Hungry Caterpillar – sequencing events from the story, sorting food into healthy and less healthy choices.	The Very Hungry Caterpillar The Life Cycle of a Butterfly  <a href="#">Old Macdonald had a Farm</a>	caterpillar, hungry, full, sequence, order, butterfly, cocoon, chrysalis, cycle, healthy, egg, leaf, transform, choice,	Retell the story once they have developed a deep familiarity with the text	longer words words ending in /ing/ compound words	Keeping a food diary for the Very Hungry Caterpillar.
	5	Growing – understanding what a seed needs to germinate, and a plant needs to grow. Growing broad beans.	Jasper’s Beanstalk Jack and the Beanstalk  <a href="#">Mary Mary Quite Contrary</a>	planting, growing, bean, seed, water, grow, healthy, light, roots, stem, leaf, leaves, plant, soil, flower, fruits, vegetables, garden, field, woods	Sequencing events Stories about growing Non-fiction texts Scientific vocabulary	longer words words with /s/ in the middle words ending _s words with /es/ at end	Explanation text - writing about what a seed needs to grow. Introduce using commas.
	6	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,	Retell the story once they have developed a deep familiarity with the text	Review & Assessment	Instructions - how to make a crispy nest.
Summer	1	Gingerbread Man - reading and learning the story using vocabulary from the story to retell it. 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 Renfrew Language Scales screen	short vowels CVCC said so have like	Writing about 3 key events in the story of the Gingerbread man using plot points.



2	Jack and the Beanstalk - reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end.	Jack and the Beanstalk <a href="#">If You're Happy and You Know It</a>	traditional tale, characters, sequence, retell, story map, audience, babble gabble	Retell the story once they have developed a deep familiarity with the text Verbal recall and sequencing Language of traditional tales	short vowels CVCC CCVC some come love do	Introducing speech bubbles, writing what 3 characters would say at 3 different plot points.
3	Three Little Pigs - reading and learning the story using vocabulary from the story to retell it. Understanding beginning, middle and end.	Three Little Pigs <a href="#">The Animals Went in Two by Two</a>	sequence, cardinal numbers, first, second, third, wolf, straw, bricks, sticks, beginning, middle, end, retell,	Confidently using story language found in traditional tales	short vowels CCVCC CCCVC CCCVCC longer words were here little says	Rewriting the story of the three little pigs based on 4 plot points.
4	Mini beasts – learning about minibeast in the world in which we live, their features, habitats and how to care for them	Ants Honeybees  <a href="#">Yellow Bird</a>	minibeasts, thorax, abdomen, antennae, wing, leg, (Names of minibeasts)	Scientific vocabulary Life cycles Explaining what they see in their homes, gardens and on seasonal walks Noticing change and being able to explain	Longer words Compound words	Writing an informational fact file about brilliant bees, based on information from a nonfiction text.
5	Queen's Jubilee – Who is the Queens? The coronation, portrait, and learning some facts about her.	Queen's Knickers The Queen's Plan  <a href="#">The Grand Old Duke of York</a>	The Queen, coronation, crown, throne, rule, detail, platinum, jubilee, colour, colourful, family, portrait, outline, draw, sketch, picture palace, castle, observe,	Historical language Describing current affairs	Root words ending in: _ing, _ed /t/, _ed /id/ed/ _est	Following research on The Queen writing a fact file about her family, coronation, dress code and hobbies.



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2	Human Life Cycle – ordering the stages, learning about the changes at different stages and naming/labelling body parts.	The Growing Story <a href="#">When I was One</a>	baby, toddler, child, teenager, adult, growing up, human, sequence, compare, notice, similar	Language associated with sequencing Scientific vocabulary Using language to describe selves Using tenses	Long vowel sounds CCVC CCCVC CCV CCVCC	Writing facts about self – likes/dislikes, abilities and appearance.
3	Transport – comparing transport from present day to back in time, exploring how this has developed, local walk to look at transport in out local area.	Helicopters <a href="#">Wheels on the Bus</a>	transport, land, air, sea, types of vehicles, wings, wheels, windows, passengers, travel, time, old, new, history, change,	Describing features Comparing past & present and using historical vocabulary Connecting ideas	Phase 4 words ending _s /s/z/ _es Longer words	Using video clip and non-fiction text to write about helicopters. Label the diagram and write about a feature.
4	Animals – Visit to Rookery farm. Using the website to research what if there and how we can keep safe on the trip. Learning about animals and their habitats.	Cats Dogs What the Ladybird Hear <a href="#">Down in the Jungle</a>	bull, cow calf, stallion, mare, foal, flock, fleece, ram, ewe, lamb, buck, billy, kid, gander, goose, pigsty,	Recounting life experiences Use of future tense to describe what they are looking forward to Use information from media	Root words wending in: _ing, _ed /t/, _ed ?id/ed/, _ed /d/	Website research of Rookery farm and what it has to offer. Highlighting the activities we are most looking forward to. Writing a recount of their trip to the farm.





5	Pirates – 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.	Ten Little Pirates The Pirates Next Door <a href="#">I'm a Pirate</a>	pirate, treasure, maps, compass, direction, forward, backward, sideways, steps, follow, hunt, search,	Describing selves Using alliteration Making comparisons Using and applying positional language	Root word ending in _er,_est longer words	Writing a description of a pirate focussing on appearance and character.
6	Water 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,	Geographical language Using non-fiction texts	Review & Assess	The snail and the whale send a postcard to the class which describes their travels.