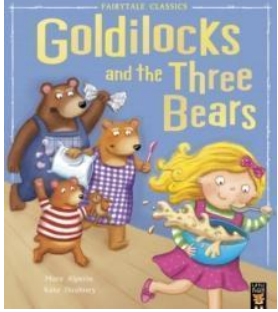
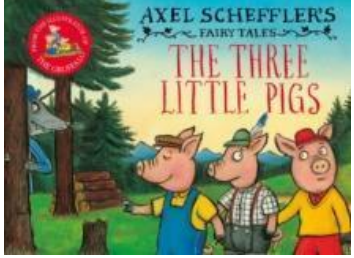
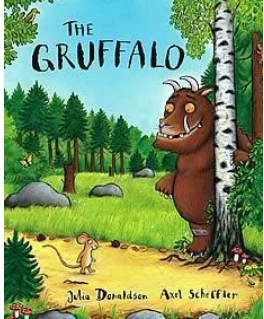


Autumn Term One
Once Upon a Time

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> • Role play area to be set up as three bears house so children can act out the story • Children to pretend that they are investigating who broke into the three bears house • Props in the indoor and outdoor areas to retell the story • Cards for sequencing the story • Create a crime scene the role play area and make up stories about what could have happened • Following instructions for making porridge. Describing how the porridge changes 	<ul style="list-style-type: none"> • Signs to warn Goldilocks to keep out • Tracing and mark making in the porridge oats • Clipboards to write / draw pictures of • Creating their own story maps • Provision for creating sorry cards.
	<ul style="list-style-type: none"> • Orally retelling the story as a class using actions • Sequencing pictures from the story • Collecting materials to build the Little Pigs Houses • Testing materials to see which is the strongest • Creating pictures of the main characters and describing them • Small world scenes with characters • Talking about their own houses and homes and special people- they could show pictures of these people. 	<ul style="list-style-type: none"> • Labelling their own houses pictures • Making signs to warn people about the Big Bad Wolf • Creating a simple book/ poster about their own special people
	<ul style="list-style-type: none"> • Taking children on a walk around the school to look for the Gruffalo • Creating their own pictures of the Gruffalo • Sequencing pictures from the story and orally retelling the story as a whole class using actions. • Creating their own versions of the Gruffalo story. This could be done by using simple props to change the characters that the Gruffalo encounters – it will need to be modelled. • Role play area set up as a Gruffalo cave. Discuss what the Gruffalo would have in such a place 	<ul style="list-style-type: none"> • Making signs to warn people about a Gruffalo being on the School grounds. • Creating pictures and labels for a Gruffalo den Role Play Area • Mark making in soil in sand. • Creating warning signs for other creatures about the Gruffalo • Writing a message from the Gruffalo's child to the Gruffalo • Using natural materials to create marks and write messages in the outdoor area

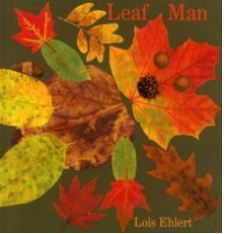
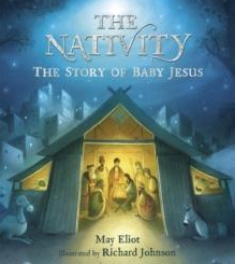
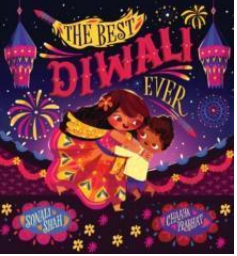


- World Poetry Day 2.10.25
- Learn the poems and rhymes: The Stars by Christina Rossetti, Twinkle Twinkle Little Star (all verses)
- Imagine that on the way to school a falling star landed right on the ground where you were walking and you had to tell your teacher and your friends about it when you got to school. See if you can answer the question 'How I wonder what you are?' about this fallen star.
- Sight Hearing Touch Taste Smell What does it look like? Is it really like a diamond now that it is on the ground and not in the sky? Does it really twinkle? What colour is it. What shape? What about the sound of a star? Go right up close to it. Is it making any noise? Do stars sing, do you think? Or hum? What might it taste like?

- Make stars to hang in the classroom
- Write lists of words to describe how a star looks, feels, smells, sounds like
- Use the words to create a shape poem about a star
- Learn the poems about stars to perform on World Poetry Day

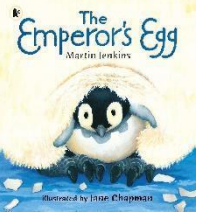


A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling

**Autumn Term Two
Light and Dark**

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> • Collecting Autumn Leaves in the school grounds • They could be asked to describe these leaves. • Retelling the story orally and with actions • Creating their own leaf men collages and talking about the leaves they have used • Thinking of different uses for leaves- e.g a boat, a dress or a necklace 	<ul style="list-style-type: none"> • Creating simple story maps of where leaf man travelled too. • They could also think of an alternative journey he had been on. • Recording all the different things that could be created with leaves. • Creating a group message to the rest of the school about why Autumn leaves are so wonderful
	<ul style="list-style-type: none"> • Role play area to be set up as a nativity scene • Crib to be set up in the classroom (Adult led activities will include using these figures to talk about the story) • Puppet theatre to be set up with figures from the Christmas story • Taking on the role of different animals in the story and thinking about what they would say and where they would want to stand when they are in the stable. • Creating their own starry night scenes 	<ul style="list-style-type: none"> • Writing Birthday cards for Jesus • Using sparkly things and glue to mark make and practise letter formation on dark paper (this could be linked to making their own starry night sky) • Create their own or group story maps of key events in the story.
	<ul style="list-style-type: none"> • Explore paintings and photographs of fireworks and listen to recordings or watch video clips of fireworks • What sounds can you hear? • Why do we have fireworks – find out about Guy Fawkes? • Make Diva Lamps • Make Rangoli patterns and explore symmetry 	<ul style="list-style-type: none"> • Use paints, crayons, chalk, pencils to create firework pictures and label the sounds • Create a poster to show how to be safe with fireworks. • Write a Happy Divali Card and decorate it • Write firework Acrostic poems

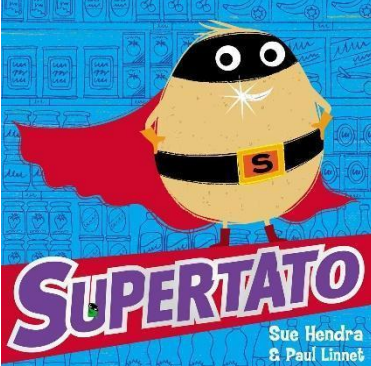
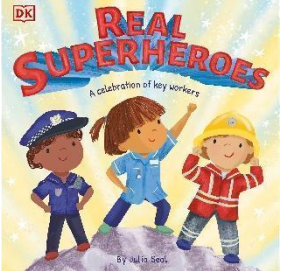
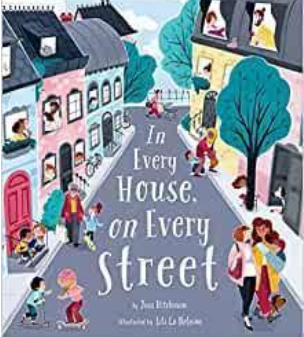
A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling

Spring Term One
The Big Freeze

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> • Where are cold places on our planet? Look at large maps and globes and find the Arctic and the Antarctic • Look at photos of animals that live in cold places and describe them • Creating their own snow scene pictures • Small world props set up in fake snow or • Fake snow for children to explore and describe. · Creating their own snow paintings. • Imagining what they would do on a snowy day • Ice set up in the active world tray so that children can describe and experience the temperature of snow. 	<ul style="list-style-type: none"> • Painting snow letters (with white paint on dark paper) • Creating their own zig zag books about things that they would do on a snowy day. They could share these with a buddy, • Some children could create their own story maps showing what happens in the story
	<ul style="list-style-type: none"> • Create story map to support retelling and key vocabulary • Look around school grounds and forest school area to find some 'secret kingdoms; what's hiding beneath the logs, leaves, rocks, on branches. • Look at photos of different animal tracks in the snow and match them to the animal; measure and compare the tracks. • Make own 'animal tracks' by dipping feet of toy animals into paint or clay • Build winter habitats for animals to hide in using card boxes and materials collected from the garden • Experiment with cutting out different shapes to represent trees – some with bare branches, others conifers covered with snow (the classic 'Christmas tree' shape). 	<ul style="list-style-type: none"> • Create 'snowflakes' using the popular fold and cut out technique. • Explore alliteration in the book 'frosted fresh' a flash of fur' leftover leaves' winter white' – can we create our own alliteration? • Make a list of 's' words related to snow, 'w' words related to 'white' 'c' words related to 'cold' and 'f' words related to 'frosty' • Encourage children to think of verbs, adjectives and nouns and use post-it notes to experiment with alliteration – e.g. whirling white wonderland, soft soundless snow. • Use alliterative phrases to create their own winter poems
	<ul style="list-style-type: none"> • Visiting the park and creating their own stickmen • Creating a class story map and orally retelling the story • Small world scene set up using leaves and natural materials • Create different items with a stick –then showing these to their friends • Watching animated version of the Stick man as a stimulus • Make hot chocolate and singing campfire songs around a 'fire' 	<ul style="list-style-type: none"> • Mark making with sticks in the mud and sand (this can include writing letters or your name) • Materials to create their own story map/ • Postcards to Year One from Stickman • Design your own Woolly Jumper for Granny Brock's Jumper Shop • Write instructions for how to stay warm in the Big Freeze

A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling

Spring Term Two
Where we Live

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> • Sequencing pictures from the story • Using props creating their own imaginary superhero • Creating models of superheroes (could be using old junk or playdough or modelling clay) • Role-play • Create superhero puppets and look at comic superheroes 	<ul style="list-style-type: none"> • Write a description of Supertato • Retell the story using a story map • Write another adventure for Supertato • Create your own superhero and describe their powers and how they help people • Write instructions for how to be a 'super hero'
	<ul style="list-style-type: none"> • What is a hero? Look at photos of real life heroes such as doctors, nursery, firefighters • Role-play area: Doctor's surgery or police station • Organise visit from Fire service or police • Look at maps and find the Fire Station, Doctors, Police Station in Kidlington. 	<ul style="list-style-type: none"> • Create a thank you card for a real-life hero • Write questions to ask a real-life superhero visitor • Write a fact-file about a real-life hero – what they wear, what they do, how do they help us? • Instructions for what should we do if there is a fire?
	<ul style="list-style-type: none"> • Look at pictures of different houses and compare them • Look at maps of Kidlington and spot familiar places (Sainsbury's School, Library, Park etc.) • Look at historic photos of locality and notice what's the same and what is different? • Invite grandparents in to talk about what it was like in locality in the past • Look at pictures of different types of houses from familiar stories (Owl Babies, Stick Man, Three Little Pigs etc. and match the house to the character) • Look at Estate Agents pictures of houses; role-play Estate Agents • Ask pupils whether they think everyone in a place lives in the same kind of house 	<ul style="list-style-type: none"> • Retell the story using a story map • Innovate the story and create a different room behind a door • Write descriptions of real and fictional houses for an Estate Agent • Design a new street with new houses and label (could add a park, a school, a library etc.)

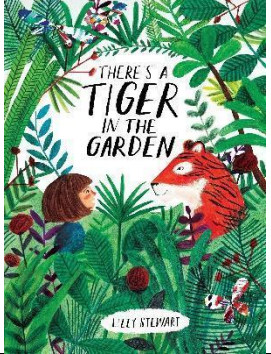

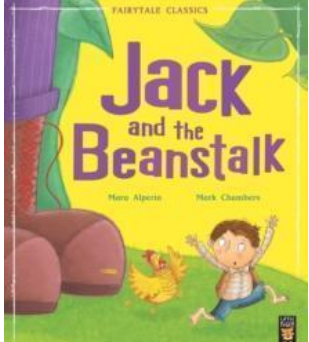


- **Take A Deep Breath** by Joseph Coelho: World Poetry Day whole school performance 20.3.26
- Learn the original poem and practice performing it
- Talk about the poem and how it makes you feel
- Describe your own happy place: what might you see, hear or feel?

- Use the original poem to write a poem about your own Happy Place
- Think about the words in your poem. What colours, shapes or images might emphasise the meaning?
- Create art work to go with your poem

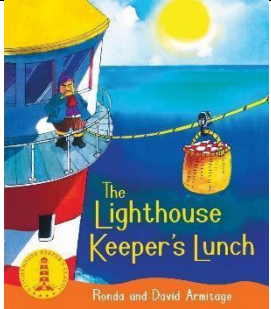

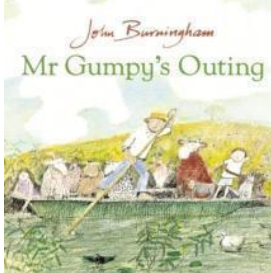
A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling

**Summer Term One
Life in the Garden**

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> • Looking for the most extraordinary plants in Kidlington • Creating their own garden boxes in small groups · (with construction toys or paints) • Painting different flowers such as daffodils –describing their features and colours • Using natural items collected from school ground Park to create potions and garden pictures in the outdoor area • Planting different flowers 	<ul style="list-style-type: none"> • Creating a picture of an extraordinary garden • Write simple sentences to label and describe this garden. • Draw and write a fact-file about some of the animals and plants in the story
	<ul style="list-style-type: none"> • Look at photos and paintings of Rainforest animals and plants • Watch video clips of rainforest animals • Find out where rainforests are using a globe or world map to help children understand where places are located in relation to the UK. • Create a rainforest in a box with card, coloured paper, materials collected from school grounds • Model sentence structures that support children to comparisons between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Create a large group or class picture of a rainforest • Label the plants and the animals • Write a description of a rainforest animal
	<ul style="list-style-type: none"> • Creating models of what would be at the top of their beanstalk and talking about them with friends. • Small world toys set up so that children can create their own story • Story box activity in groups. The children will make up their own story in which they change what they find at the top of the story (this will be modelled by an adult • Creating dishes in the role play area for the Giant. • Puppets so that children can retell the story 	<ul style="list-style-type: none"> • Creating labels for their plants • Thinking about what could be at the top of a beanstalk and creating a class book for the Reception library. • Write instructions for how to grow a bean

A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling

**Summer Term Two
The Great Outdoors**

Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	<ul style="list-style-type: none"> ● Sequencing pictures from the story ● Acting out the story using role-play ● Setting up the role play area as a lighthouse ● Creating models of lighthouses or beach huts ● Looking at photos of real light houses and finding out where they are ● Look at photos and videos of sea sides and coasts and describe what you can see and do there 	<ul style="list-style-type: none"> ● Write a list of ingredients for a picnic for the Light house keeper ● Write a letter to the Lighthouse keeper ● What can we find on the beach? ● Instructions for How to be safe in the sun ● Write a postcard from the seaside ● Write a seaside poem describing what you can see, hear, feel, smell, taste
	<ul style="list-style-type: none"> ● Sequencing pictures from the story ● Using props creating their own imaginary aeroplane journey ● Think about places they would want to travel to on an aeroplane ● Role playing conversation between Emma Jane and the animals ● Creating models of places that they would like to visit (could be using old junk or construction toys) ● Setting up the role play area as an aeroplane 	<ul style="list-style-type: none"> ● Writing a post cards from Emma Jane ● Create a map of journey that they would like to go on ● Writing thank you messages to the animals that rescued the aeroplane
	<ul style="list-style-type: none"> ● Sequencing pictures from the story and retelling it ● Hot-seating Mr Gumpy ● Look at photos of cars and compare them (past and present, small, large etc.) ● Role-playing the story ● Create models of cars using construction toys 	<ul style="list-style-type: none"> ● Design your own new car for Mr Gumpy and describe it ● Retell the story in a zig-zag book with your own pictures ● Creating captions showing how Mr Gumpy feels at different points in the story. These could be attached to the story wall

A story map for all key texts will be displayed in the classroom (this will often be created by adults). Several opportunities will be planned for children to use the maps for orally retell the story- where possible we will add actions to each retelling