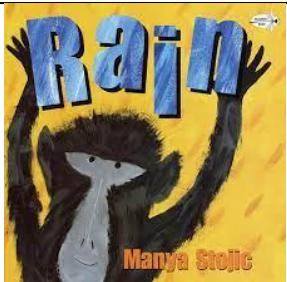
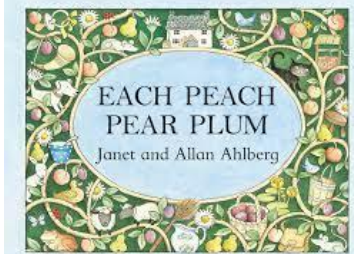
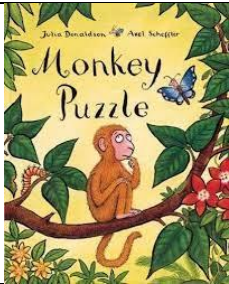
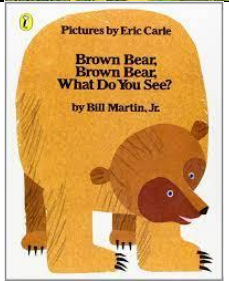
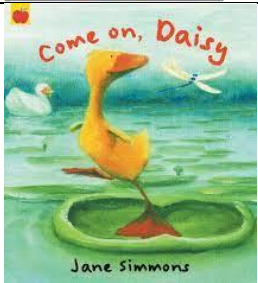
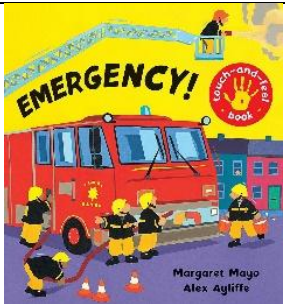
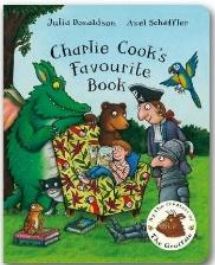
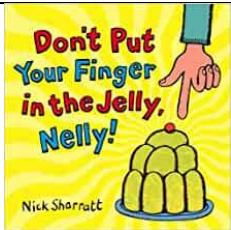


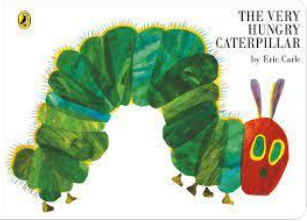
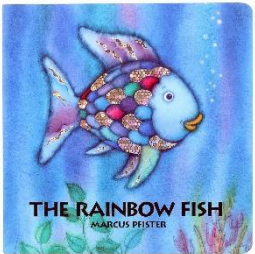
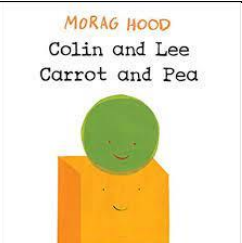


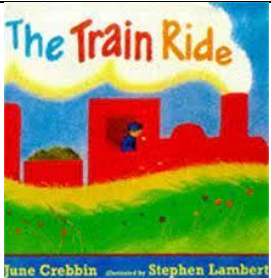
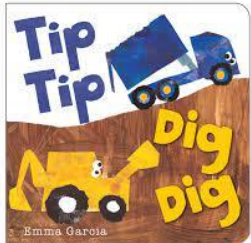
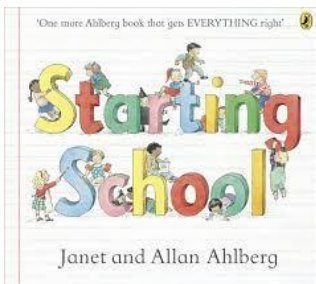
Autumn Term One Marvellous Me		
Key Focus Text	Suggested Provision for extending vocabulary; orally retelling texts and creating their own narratives	Suggested Writing Provision At this stage activities will also include opportunities for mark making and drawing
	- Bring in photos of their families/share on Tapestry and make a display to talk about in group time. - Adults to share own baby photographs and model talking about the differences between then and now. - Model speaking sentences about their families using Colourful Semantics. - Join in with repeated refrain - Sing number rhymes	- Create a textured owl picture, talking about different materials and how they feel. - Make a cosy nest for the owls using natural materials.
	- Model expressing favourites and children to try in small groups. - Make voice sounds from the book, e.g. vehicles and animals and use these scenarios in small world/home corner provision (dolls' house, cars) - Extend to making the sounds loud, soft, long, short. - Nursery rhyme week – songs and rhymes focus. Use body percussion to accompany.	- Draw a picture of themselves with a friend and label. - Painting self-portraits from a photo. - Drawing faces on the IWB, paying attention to positioning of features.
	- Recall and retell the story in different contexts, e.g. in the forest school area, in the reading house or home corner - Name some vegetables from the book and use them in a sentence, modelled using Colourful Semantics, e.g. Oliver is eating peas with Grandpa - Listen to and sing food-related songs, e.g. Harvest Samba, The Farmer Plants the Seeds (RE link) - Market stall in home corner, with role play stallholder/customers - Making soup in home corner, using real vegetables. Model language e.g. chop, slice, mix, pour, sprinkle	- Writing a soup recipe - Making a pictorial shopping list and extend to writing - Labels for the market stall - Vegetable printing, different shapes, sizes, textures. Add details for seeds, stalks etc.
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 Celebrations and Imagination		
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
	• Discuss children's own experiences of the weather • Comment daily on what is out of the window • Link to the Cloudspotter text • Go on a weather walk, pausing to reflect on sensory aspects of the weather. • Sorting clothes into weather suitability, using body parts and clothes vocabulary • Sing weather songs, eg Rainbow Song, I Hear Thunder	• Make a daily weather chart as a class • Rain pictures using a variety of techniques – bubble painting, squirting, marble rolling, pipettes. • Ice painting • Snow collages
	• Discuss different characters and the stories/rhymes behind them • Vocabulary focus, eg cellar, ditch, well, den • Retell individual stories using puppets/small world figures using pages from the book, eg Baby Bunting • Play i-spy with different items in the book • Play hide and seek using language from the book 'Mimi behind the tree'	• Make a get well soon card for Jack • Collage a bear face out of circles and draw eyes, nose and mouth
	• Make own Stick Man using googly eyes and wrapped material. Use him to join in with the refrain/retell the story • Small group discussion about the different places and where they have been • Play Pooh sticks in the water tray	• Write postcards from Stick Man to his family and post them in the postbox • Present wrapping and writing gift tags to the Stick children • Christmas cards – artwork and writing
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 A roar, a scuttle and a squeak		
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
	• Retell story with puppets/toys, joining in with the refrain • Discuss feelings of the baby monkey in small groups • Vocabulary focus, eg baggy knees, leaps and swings • Play hide and seek with a monkey mum in class, wondering aloud where she is (maths link to positional language) • Sing animal songs, eg Five Little Monkeys • Jungle themed home corner, naming animals and characteristics	• Draw pictures of a special person (PSED link) • Mark-make dots on a music stave after making up new verses to songs. • Animal stencils
	• Retell the story before creating their own version with animals of their choice (small groups) • Share the class book they have made, modelling parts of a book vocabulary • Use 'I see xxx looking at me' repeatedly in provision. March to the rhythm fast and slow. • Zoo in small world area with children in different roles	• Draw own colourful animals and label. • Write names on own work • Make a class book of animals • Eric Carle animal collages, adding facial features
	• Sequence events in the story using time language (maths link) • Vocabulary focus on nouns – reeds, dragonflies etc • Ducks and plants in the water tray to retell the story • Sing related songs, eg Three Little Ducks • Link to Monkey Puzzle and finding Mummy again	• Paint water effects using shades of blue and green; mix colours • Make fish collage and add scales using cotton buds
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 Every day heroes		
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
	- Describe key characters and situations using Colourful Semantics eg 'The firefighter drove the fire engine to the house' - Role play different scenarios from the book using costumes and props and small world vehicles and figures - Answer who and what questions about the story using Colourful Semantics - Match vehicles to emergency workers (link to maths)	- Draw own emergency vehicles using closed shapes with horizontal and vertical lines - Name their drawings and models - Mark make noises and movement of the vehicles - Write sticker badges for their role play, eg Dr - Tracing (at least) the first letters of their name in sand
	- Use Colourful Semantics to describe some of the scenarios in the book, e.g. 'The Queen is asking for a birthday cake'. - Play rhyming games to extend vocabulary. Spot all the words that rhyme with 'book' and make up a song to perform and record. - Sing other rhyming songs - Answer who and what questions about the story using Colourful Semantics - Role play some of the scenarios in the book, e.g. the pirate walking the plank, making a bird's nest	- Bake a cake, taking photographs of each stage to support recipe writing - Write a new recipe for the Queen's cake, making a class recipe book - Make a poster for the bird's nest competition/certificate for the winner - Make a mini book including drawings and text about one of the characters in the book, e.g. the ghost, the pirate.
	- Join in repeated refrain and repeat them in their play. - Sing Jelly on a Plate and make up other verses for different foods. Record a performance of the class song. - Explore rhyming names for themselves and animals in role play, eg mind the log, Dog, here's your slipper, Pippa. - Chef role play in the home corner, referring to recipe books and menus. - Sensory play with jelly, modelling vocabulary eg squish, wobble.	- Make jelly and write a recipe (science link). - Writing own menus
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 Growing our world		
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
	- Talk about and watch the life cycle of a butterfly, using correct terminology (science link) - Research different species of butterfly and practise saying the names. - Discuss favourites from the food page in small groups. - Recite 'Cecil was a caterpillar' - Link to Monkey Puzzle (none of my babies looks like me)	- Label their drawings/paintings of butterflies. Use these to make a class book. - Make a menu of their favourite foods
	- Name and talk about some of the animals that live on a farm. - Learn the correct names for baby animals and match to adults. - When listening to the story for the first time, make predictions about what might happen. - Follow a simple story map to retell the story in a group and in small world play. - Build animal enclosures in small world play. - Vets in home corner - Farm-themed songs and rhymes	- Farm animal collages - Make signs for the animal enclosures - Write prescriptions for sick animals (clipboards)
	- Identify the rhyming words used throughout the book. Match words that rhyme. - Wearing animal masks, act out animal movements and sounds. - Changing appearance in the home corner like Slug. Hats, scarves, accessories etc.	- Continue to name recognition each morning from laminates - Using different media, e.g. small sand tray, rice tray, paint etc.; practise tracing out their names. Use Little Wandle patter from lanyards. - Sensory play with gloop, making slug trails with relevant vocabulary
	- Plant carrot and pea seeds to grow outside. Watch clips of the plants growing and use vocabulary such as roots, stem, leaves, edible, grow etc. (science link) - Sit carrot tops in a saucer of water to watch them sprout. - Use real vegetables to discuss the differences in appearance, texture, size etc. - Garden Centre in home corner, naming parts of the plants and flowers	- Write plant labels for seedlings - Shopping list for flowers and plants - Still life flower paintings, eg vase of daffodils
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 On the Move		
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
	• Small group discussions about their experiences of going on a train • Sing transport-related songs, eg Wheels on the Bus and make up own verses/change words • Role play going on a train in home corner – seats, tickets etc. • Small world railway with different landmarks	• Through-the-train-window pictures linked to small world railway play • Junk model trains, labelled with numbers and destinations • Writing price list for different destinations
	• Join in with repeated refrains and anticipate to let children fill in. • Vehicles in sand play, recalling the repeated vocabulary eg tip, tip, tip • Make up different vehicles and what they do to fit the pattern of the text • Discuss what else could be made with all these vehicles • Outside construction play, role playing vehicles • Building songs, eg London Bridge, Everybody's building (RE link)	• Collage vehicles in the style of the book, details added in pen (eyes, tyres, steering wheel etc.) • Drawing lines in a road on tape • Write instructions on how to build a playground
	• Compare the school in the book to our setting in small group discussion • I-Spy during Reception transition • Building a classroom in construction play • Role play be-the-teacher • Look at photos of different parts of the Reception classrooms and stick their photo on where they would like to play. Model sentence using Colourful Semantics	• Tick sheet of things to spot when visiting Reception classroom • My favourite thing about Nursery – draw and label • Drawing and labelling a self-portrait for their report
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		