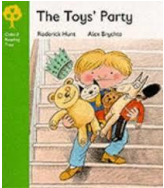
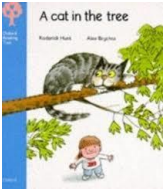
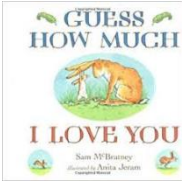
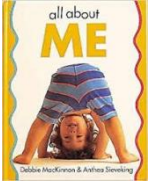
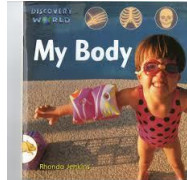


The Toys' Party 	Real Life Fiction		sweeping brushes outdoors.			Table, Kipper, spoon, dog, teddy, 'toys', cake, bowl mix ~~~~~		books with their child.	
A Cat In The Tree 	Real Life Fiction					Cat, tree, dog, wall, leaves, Dad, ladder, Fire Engine climb ~~~~~			
A New Dog 	Real Life Fiction					dog, Mum, Dad, brother, sister, bucket, collar, bag ~~~~~			
Guess How Much I Love You 	Real Life Fiction					Hare, tree, moon Talk about 'feelings' guess ~~~~~			
All About Me 	Non-Fiction					Head, nose, mouth, eye, ear, hair, cheeks, tongue Chest, neck, shoulder, back			

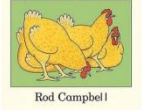
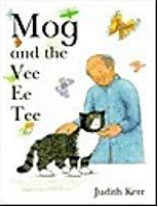
My Body

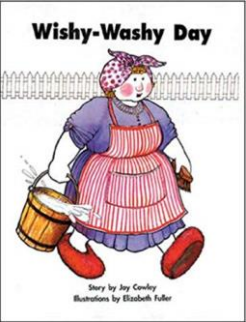
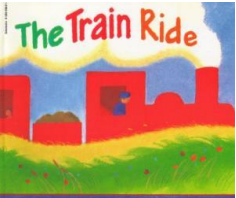


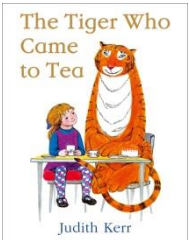
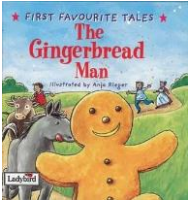
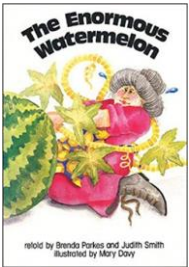
Non –
Fiction

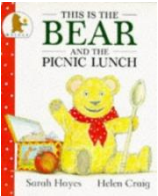
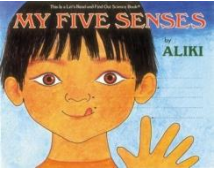
Arm, elbow,
hand, thumb,
finger

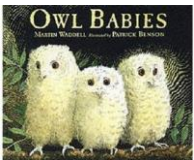
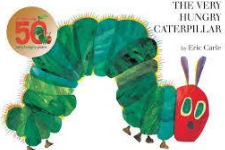
Leg, knee, foot,
toe

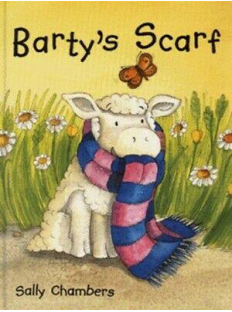
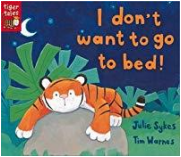
Farm 1,2,3 A Little the Pig Book Farm 123  Rod Campbell	Fiction	looking, feeling, tasting, mouthing, pulling, turning and poking Remembers where objects belong Matches parts of objects that fit together, e.g. puts lid on teapot	sweeping brushes outdoors.			~~~~~ Cat, mice, puppies, pigs, sheep, cows, geese, hens, ducks, rabbits ~~~~~ Cat basket, car, Vet, cat bed		books with their child.	
Mog and the VET  Judith Kerr	Real Life Fiction								
I Love Animals  Erica MDonnell	Real Life Fiction					Farmyard, gate, dog, ducks, hens, goat, donkey, cow, pig, pony, sheep, lamb, cat, kittens, turkey, animals. ~~~~~			

Wishy-Washy Day  Story by Jay Cowley Illustrations by Elizabeth Filler	Fiction					Garden, cow, shed, dog, cupboard, duck, bed, pig wash ~~~~~			
The Train Ride 	Real Life Fiction					Train, sheep, horse, tractor, lambs, ticket collector, geese, sand, sea.			

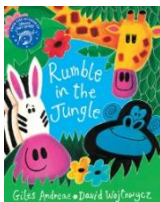
Spring 1 - Food Glorious Food									
Main text	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/ 	Guided/ Recip reading Comprehen- sions	Class novel
Secondary texts									Experience workshops
The Tiger who came to tea 	Modern fiction	Being imaginative and expressive Range 3 Expresses self through physical actions and sound Pretends that one object represents another, especially when objects have characteristics in common Creates sound effects and movements, e.g. creates the sound of a car, animals	Although there are no specific linked planned writing activities at Little Learners, the continuous provision provides opportunities for mark making in different areas offering a variety of contexts and mark making materials. These vary for example from pencils, crayons, brushes and using fingers indoors to big chunky chinks, paint brushes and water, mixing powder paint in puddles with sweeping	At Little Learners, writing is modelled through the Role Play areas, writing names on children's work, during Carpet Time, Language Through Listening, Quality Interactions and during Snack Time.	See Appendix	Tiger Furry stripy All Suddenly nothing	The continuous provision provides opportunities for mark making in different areas.	The continuous provision provides opportunities for looking at books in different areas.	At this stage repetition is good practice and a key book is featured over a full week
The Gingerbread Man 	Traditional tale	The world Range 3 Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Remembers where objects belong Matches parts of objects that fit				Gingerbread Oven Run chase	There are no specific linked planned spelling activities in the Little Learners provision as this would not be developmentally appropriate.	Although there are no specific linked planned guided reading activities in the Little Learners provision; children are encouraged to share books/texts and develop their vocab and oracy skills.	
The Enormous Watermelon 	Traditional tale					Watermelon Enormous Pull		During Family Time, parents are encouraged to share books with their child.	

The Little Red Hen 	Traditional tale	together, e.g. puts lid on teapot	brushes outdoors.			Bread, Wheat Help Cut Bake Eat Lazy			
This is the Bear and the picnic lunch 	Modern fiction (prepositions)					Sandwich, crisps, apple, Picnic [Prepositions – model:- On/under/in/ behind/ in front/next to			
My five senses 	Non-fiction					See, hear, smell, taste, touch Sweet sour Hot cold			

Spring 2 – Amazing Animals!									
Main text Secondary texts	Reading/ writing genre	Cross curricular link	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/ 	Guided/ Recip reading Comprehen- sions	Class novel Experience workshops
Owl Babies  The Very Hungry Caterpillar 	Modern Fiction		Although there are no specific linked planned writing activities at Little Learners, the continuous provision provides opportunities for mark making in different areas offering a variety of contexts and mark making materials. These vary for example from pencils, crayons, brushes and using fingers indoors to big chunky chalks, paint brushes and water, mixing powder paint in puddles with sweeping	At Little Learners, writing is modelled through the Role Play areas, writing names on children's work, during Carpet Time, Language Through Listening, Quality Interactions and during Snack Time.	See Appendix	~~~~~ Tree, Branch, Feathers ~~~~~ Caterpillar, Moon, Leaf, Sun, Apple, Pear, Plum, Strawberry, Orange, Chocolate cake, Ice cream cone, Pickle, Swiss cheese, Salami, Lollipop, Cherry pie, Sausage, Cupcake, Watermelon,	The continuous provision provides opportunities for mark making in different areas. There are no specific linked planned spelling activities in the Little Learners provision as this would not be developmentally appropriate.	The continuous provision provides opportunities for looking at books in different areas. Although there are no specific linked planned guided reading activities in the Little Learners provision; children are encouraged to share books/texts and develop their vocab and oracy skills. During Family Time, parents are encouraged to share books with their child.	At this stage repetition is good practice and a key book is featured over a full week

Barty's Scarf  I don't want to go to bed! 	Modern fiction Modern fiction		brushes outdoors.			Cocoon, Butterfly. ~~~~ Scarf, Sheep, Lamb. ~~~~ Tiger, Hippo, Bush Baby, Jungle ~~~~			
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Rumble in the Jungle



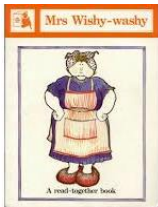
Modern
fiction

Chimpanzee,
Zebra, Snake,
Crocodile,
Rhinoceros,
Gazelle, Gorilla,
Leopard.

~~~~~

Books for our younger  
children:-

Mrs Wishy Washy

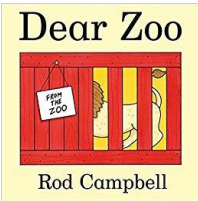


Modern  
fiction

Farmer  
Cow, Pig, Duck,  
mud

~~~~~

Dear Zoo

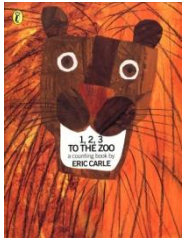


Modern
fiction

Camel,
Puppy/Dog.

~~~~~

1, 2, 3 To The Zoo



Wordless  
counting  
book

Wordless book

~~~~~

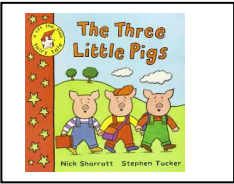
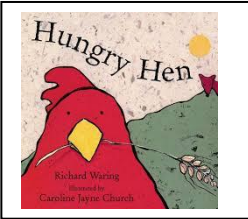
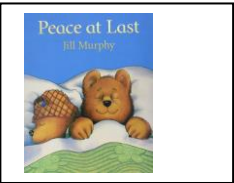
Walking Through The
Jungle

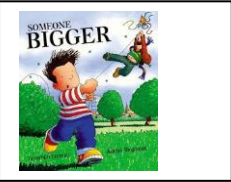
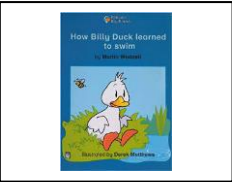


Modern
fiction

Crocodile

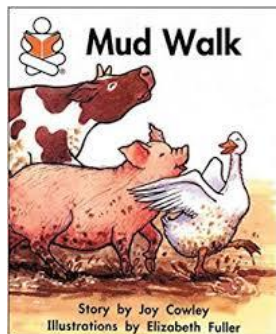
Summer 1- Come Outside!

Main text	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/	Guided/ Recip reading Comprehen- sions	Class novel
Secondary texts									Experience workshops
The Three Little Pigs  Hungry Hen  Peace at Last 	Traditional Tale Modern Fiction Modern Fiction		Although there are no specific linked planned writing activities at Little Learners, the continuous provision provides opportunities for mark making in different areas offering a variety of contexts and mark making materials. These vary for example from pencils, crayons, brushes and using fingers indoors to big chunky chalks, paint brushes and water, mixing powder paint in puddles with sweeping	At Little Learners, writing is modelled through the Role Play areas, writing names on children's work, during Carpet Time, Language Through Listening, Quality Interactions and during Snack Time.	See Appendix	Mummy brothers pig First second third House Build Blow strong ~~~~~ Hen, fox, sun, farm, farmer, hill, tree, ~~~~~ cat, owl 'night night', moon, sky, tree, star, Sleeping cold, scared, Night dark ~~~~~	The continuous provision provides opportunities for mark making in different areas. There are no specific linked planned spelling activities in the Little Learners provision as this would not be development ally appropriate.	The continuous provision provides opportunities for looking at books in different areas. Although there are no specific linked planned guided reading activities in the Little Learners provision; children are encouraged to share books/texts and develop their vocab and oracy skills. During Family Time, parents are encouraged to share books with their child.	At this stage repetition is good practice and a key book is featured over a full week

Someone Bigger 	Modern Fiction		brushes outdoors.			sky, tiger, rhino, kangaroo, kite, horse, wind/y, postman, police officer ~~~~~			
Grandpa's Handkerchief 	Modern Fiction					Grandpa, train, cake, card, balloons, party, run/running, play/playing, wave/waving, bucket, spade, sand ~~~~~			
How Billy Duck learned to swim 	Modern fiction					sun, rain, splash, swim, play, brother, sister, Granny/ Grandma, wet, sad, scared, happy. ~~~~~			

Books for our
younger children:-

Mud Walk

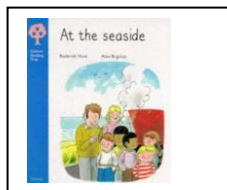


Modern
Fiction

wash, bath,
water, soap,
dirty, clean
moo, oink,
quack, outside,
clean, walk

~~~~~

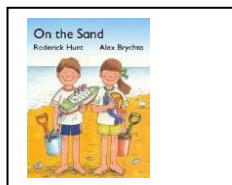
At the seaside



Modern  
Fiction

sea, boat,  
glasses, shoes,  
shorts, trousers,  
drive drink play  
happy, like, ,

~~~~~



Modern
Fiction

Sand, sea,
bucket, spade,
t-shirt, shorts,
cap,
sleep, bump
scared/sad,
eat, trick/joke

~~~~~

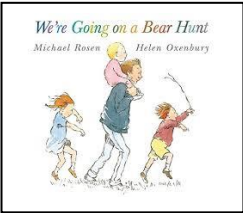
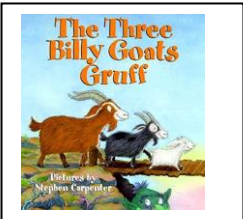
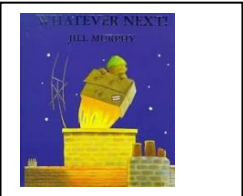
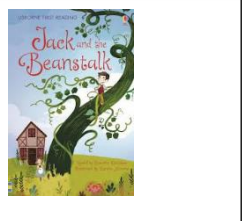
By the stream

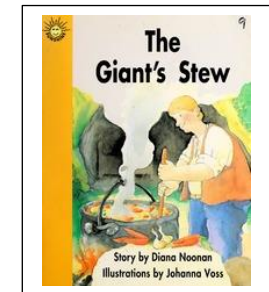
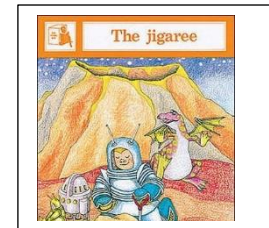
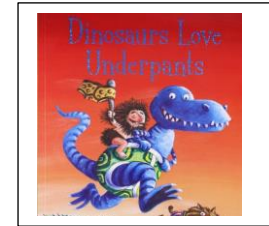
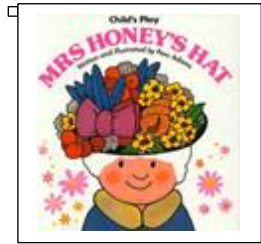


Modern  
fiction

stream/water  
bridge, grass,  
drink, walk, run,  
sleep,  
sad, happy,  
careful, splash

## Summer 2 – Let's Pretend!

| Main text<br><br>Secondary texts                                                                                                                                                                                                                                                                                                        | Reading/<br>writing<br>genre | Cross curricular<br>links | Independent<br>or extended<br>writing<br>(red dot)                                                                                                                                                                                                                                                                                                                                                            | Writing for<br>Purpose                                                                                                                                                                             | Key objectives | Grammar/<br>Punctuation/<br>Vocab                                                                                                                                                                                                                                                                    | Spellings/<br><br>                                                                                                                                                                                                                             | Guided/<br>Recip<br>reading<br>Comprehen-<br>sions                                                                                                                                                                                                                                                                                                                                         | Class novel<br><br>Experience<br><br>workshops                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|     |                              |                           | Although there are no specific linked planned writing activities at Little Learners, the continuous provision provides opportunities for mark making in different areas offering a variety of contexts and mark making materials. These vary for example from pencils, crayons, brushes and using fingers indoors to big chunky chinks, paint brushes and water, mixing powder paint in puddles with sweeping | At Little Learners, writing is modelled through the Role Play areas, writing names on children's work, during Carpet Time, Language Through Listening, Quality Interactions and during Snack Time. | See Appendix   | <p>Bear, go, under, over, through open closed</p> <p>-----</p> <p>Goat, Troll grass Bridge river Cross (verb) eat little, middle-sized, big,</p> <p>-----</p> <p>-----</p> <p>Moon, sky kitchen, boots, teddy, apple, box, cat, stars, owl, aeroplane, biscuit, spoon, drink, bath,</p> <p>-----</p> | <p>The continuous provision provides opportunities for mark making in different areas.</p> <p>There are no specific linked planned spelling activities in the Little Learners provision as this would not be development ally appropriate.</p> | <p>The continuous provision provides opportunities for looking at books in different areas.</p> <p>Although there are no specific linked planned guided reading activities in the Little Learners provision; children are encouraged to share books/texts and develop their vocab and oracy skills.</p> <p>During Family Time, parents are encouraged to share books with their child.</p> | At this stage repetition is good practice and a key book is featured over a full week |



brushes  
outdoors.

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

Appendix

Reading

Range 3

- Is interested in and anticipates books and rhymes and may have favourites
- Begins to join in with actions and sounds in familiar song and book sharing experience

Writing

Range 3

- As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.*
- Begins to understand the cause and effect of their actions in mark making
  - Knows that the marks they make are of value
  - Enjoys the sensory experience of making marks