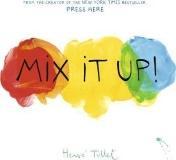
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| **Text** | **Writing Opportunities** | **Continuous Provision** |
| Term 1:  I am Bear    ‘Olivia’ by Ian Falconer    Goldilocks | |  | | --- | | Mark making / painting | | Speech bubbles/Talking Tins - What is bear saying? | | Repeated phrases from book - knock/knock, munch/munch | | Oracy - retelling story | | Name writing/recognition |  |  | | --- | | Oracy - what is Olivia good at? Stem sentence - Olivia is good at ……… . | | Mark making - draw a picture of family | | Name writing/recognition | | Phonics opportunity ‘o’ for Olivia | | What do our names start with? |  |  | | --- | | Describe a character | | Describe porridge I think …. | | Retell story | | Order and sequence the story | | Rhyming words - what can we hear? | | Name writing/recognition | | |  | | --- | | * Bread and Honey tasting * bear’s likes in Curiosity Cube/Think Tank * Listen to I am Bear Rap * Feelings – kindness * Roleplay –teddy bears * Teddy bears picnic |  |  | | --- | | * Share baby photos / family members / use for display * Splatter painting * Items linked to Olivia in the ‘Think Tank’ * Make a pig ‘Olivia’ * Home corner role play |  |  | | --- | | * Make porridge * Have a picnic * Walk in the woods | |

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| Term 2  ‘Dear Zoo’ by Rod Campbell    ‘A Swarm of Bees’ by  Lemony Snicket    Traditional Tale:  Ugly Duckling- variety of versions | |  | | --- | | Mark making – Dear Zoo | | Mark making – what pets do you like? | | Oracy opportunity – Stem sentence –  I would like a ….. | | Repetitive language in book – I sent him back | | Adjectives - big, tall, fierce, grumpy, scary, naughty, jumpy, perfect. | | Name writing/recognition |  |  | | --- | | Mark Making - bees | | Repetitive language – swarm of bees | | Name writing/recognition | | Phonics Opportunity – initial sound ‘b’ | | Name writing/recognition |  |  | | --- | | Retell the story – role play | | Story sequencing | | Describe the ugly duckling when he first hatched | | Name writing/recognition | | |  | | --- | | * Make animals – e.g. kitchen roll * Small world – animals/ zoo * Playdough – making zoo animals * Items linked to Dear Zoo in ‘Think Tank’ * Physical – can you move like an animal? * Painting animals * Making animal ‘boxes’ * Wrapping parcels – fine motor * Zoo building * Tuff tray – animals * Role play – vets * Parcel sizes - ordering | |
| |  | | --- | | * Eating tomatoes * Messy play – tomatoes * Items linked to bees in ‘think tank’ * Finger painting * Hexagonal shapes * Honey * Tasting honeycombe * Making bees - playdough |  |  | | --- | | * Look at different eggs * Paint duck pictures * Making swans * Playdough – making ducklings | |
| Term 3:  The Mixed up Chameleon’  Eric Carle  **Description: https://lh3.googleusercontent.com/Tp482Xo7kL1CN1w_vTTBiPleFokPDXCPP3XoHSKYUcCsO0TcGxATLUUAj46lLdl8nMxShKCs5w8WXRvFiwHXvWBE9huJ7ofcbRjnVFAnU1iWhsaVunVyJSyybFcPs2x87n3IIwo3**  ‘Red Rockets and Rainbow Jelly’ by Sue Heap & Nick Sharratt  Description: https://lh6.googleusercontent.com/CUF3aM0Y_miIwPH72ywuA9rj6R5f2yZcnWDxzw7IyxzpspllorSqTSTqwDN3pGY4skFUnwubU8cibyVd2ah54FYyZ8uVrF3oD6skK6TWpGoLC56N7Oq7Xts-g1867zPwsSesWiBW  Traditional Tale:  Three Little Pigs- variety of versions  **Description: https://lh4.googleusercontent.com/9U6tkyviBh9C92kn574tZFZ6k1E7UYaUY3AF1GnfAxEN5qZiq_DMF9qhAI7QeNCdrrok4oZ9BHJNMEPvsYMMpahzuUx81QiqUzWJp1r7ByeyLInFx8XhHIsrjiQHPdnl8AZRS7Ff** | |  | | --- | | Mark making on blank rainbows | | Draw patterns in sand/on paper/with paint to add the chameleon’s tongue | | Phonics Opportunities: Introducing the starting letter of each colour and animal | | Oracy Focus: When talking about parts of the book children to add a colour adj | | Writing/recognising name |  |  | | --- | | Provide outlines of favourite objects and mark make within the picture. | | Mark making - Draw the object you like and mark make with meaning | | Oracy - Stem sentence ‘This is……’ and ‘this is a…’ What do you like? ‘I like….’ | | Writing/recognising name | | Phonics Opportunities- explore ‘r’ |  |  | | --- | | Repetitive language – I’ll huff and I’ll puff, Little pig, Little pig, let me come in. | | Mark making – labelling houses, drawing tails on pigs, | | Phonic opportunity – initial sounds, incl practising letter ‘p’. Go on a ‘p’ hunt | | Roleplay – puppets on sticks | | Oracy Focus- Joining in to retell a story. Talk about the characters | | Writing/recognising name | | |  | | --- | | * Chameleon hunt. * Colours of the rainbow – sing song * create a rainbow to display. * Collage a chameleon with different colours and different textures. * Create their own zoo by * Create own mixed up animals making/drawing different animals * Explore different materials to make a chameleon’s tongue that can unroll |  |  | | --- | | * Colour mixing * Colour walk – find coloured things in environment * Set up colour displays e.g. yellow * Fruit tasting * Exploring jelly – taste/play with * Sorting colours * Looking at patterns * Letter cutters for playdough and paint * Lots of different pens, pencils etc to write with. |  |  | | --- | | * Tuff tray – build houses * Building houses – straw, brick, sticks * Mix cement to make ‘bricks’ in silicone ice cube trays * Visit a farm / have a piglet brought in to school * Investigate wind – balloons/windmills/paper planes/ parachute men * Loose parts – construction * Paint pigs – * Chalk houses outside | |



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| Term 4:  ‘Mouse Paint’  Ellen Walsh  Description: https://lh3.googleusercontent.com/w5Ak1KQKnjiHWo8TQTLzmTINXNsS5rJAf4u-N--Dx6U6-x_xY4920cvsh4p7gwhIH84x780dbuHrF0fDaQqyIQjtHeIIvDQpxq0WmbsOYi6zSIA0zfewO3MHMR7ooerDuUj53S0g  ‘What The Ladybird Heard’ by Julia Donaldson    Traditional Tale:  Little Red Riding Hood - variety of versions  **Description: https://lh5.googleusercontent.com/v95s7ThyDqENOq_bWebyeYIUp_a9ckQorlZxyFIZXTyyvV81FoTbRNL_NcfGNmJhOTfWIpL_WuFeNwTvVe83Ww7qVnMEeZMnWfGpuUUZ6_aZUeQS57viMfOGkMjMyrzWrOmGxDe5** | |  | | --- | | Mark Making Opportunities: Writing with paint brushes in sand | | Describe the cats and the mice. How are they different? | | Oracy Focus: Make predictions about colours when they are mixed | | Phonics Opportunities: ‘m’ for mice. Introducing the starting letter of each colour. | | Writing/recognising name |  |  | | --- | | Experience - Visit to Hartcliffe Farm- listen for the sounds | | Oracy Focus- describe the animals | | Mark making opportunities - draw or annotate a map of a farm. | | Phonics opportunities - listening walk - animal sounds. | | Roleplay – acting out story | | Writing/recognising name |  |  | | --- | | Mark Making - draw and ‘write’ what sounds they have heard | | Oracy Focus ‘what big ….. you have’ ‘all the better to …’ - | | Phonics opportunities - listening walk - environmental sounds, initial sound I spy bottles | | Writing/recognising name | | Mark Making - Grandma is poorly in bed. Make a list of things to take her. | | |  | | --- | | * A visit from mice (see VOM) * Parachute games – cat and mouse * Welly Walk through paint * Make mice – adding body parts * Colour mixing * Make mice – playdough * Investigate puddle of coloured water * Dancing/moving like mice and cats. * Create an obstacle course * Coloured chalk on the playground |  |  | | --- | | * Names of animals and the parts of the farm. * Use instruments and their voices to make farmyard noises * Living world- create bug homes for the ladybird. * Pond- things that sink or float * Collage the animals in the story * Spots on ladybirds – counting * Playdough – making ladybirds * Tuff tray – small world – Farm * Painting ladybirds |  |  | | --- | | * Pack a picnic and go to the forest for lunch/snack * make a route, positional language * compare big and small * role play doctors * facial features and uses * Listening walk * Using senses * Bring in photos of grandparents – talk about relationship | |
| Term 5:  We’re Going on a Lion Hunt’ by David Axtell    ‘Rabbit Races Ahead’ by Lydia Monks    Traditional Tale:  Three Billy Goats Gruff- variety of versions | |  | | --- | | Making marks with the tools and their hands | | Oracy - children to think of where the hunt might end up - a cave, castle, house, volcano? | | Retell the story – repetitive language | | Phonics opportunity – ‘l’ for lion | | Writing/recognising name |  |  | | --- | | Stem Sentence – I am kind when I .. | | Phonics opportunity: initial sounds of animals plus ‘r’ sound | | Writing/recognising name | | Oracy opportunity – I am good at … |  |  | | --- | | Mark making – draw goats/bridge | | Phonics opportunity: ‘g’ goats. gruff | | Oral retelling of story – repetitive language ‘Who’s that trip trapping over my bridge?’ | | Writing/recognising name | | Role play – small world retelling of story | | Describe the troll – use of adjectives | | Use prepositional language – e.g. on top, under, over, below, | | Make story maps | | |  | | --- | | * To work as part of a group, taking turns * explore different ways of moving * create their own obstacle courses * Provide rucksacks with maps, torches, compasses, water bottles, paper, markers and other resources for explorers. * Making mud pies * Provide maps, paper to make maps and assorted markers. * Make lions – paint manes * Make binoculars |  |  | | --- | | * Races on bikes, on field – sports day like Twit Twoo School * Paint with carrots * Plant carrot tops * Role play – school * Acts of kindness * Painting rabbits/other animals |  |  | | --- | | * Making goat masks * Building a bridge with construction * Investigating bridges * Paint pictures of the troll * Ordinal language 1st, 2nd, 3rd * Stepping stones to inspire dramatic role play based on the story * movement to music – repeated sounds and patterns ‘trip, trap, trip, trap rhythm * Sizes – making comparisons * Follow a set of instructions – over the bridge, along the path | |
| Term 6  ‘The Train Ride’ by June Crebbin  **Description: https://lh5.googleusercontent.com/CddPm_EJdtqSr1Gv-ItoDwEp32MsvrGvYq-B1qZd_IG62MXhpBTLeUx8RXudq4Tu8tnRvpgbrd64aMPWCz-fqvSzYPfUStRcGjWa2V3ZKKbY5BZFcBKGRl9FYqDFeZgFoOqO9Azm**  ‘After The Fall’ by Dan Santat    Traditional Tale:  Handa’s Surprise  **Description: https://lh5.googleusercontent.com/XHx3PQdY7z0HEtf6zdmmPgQhlEgmH57I1ZP5pQgChhg8RVY44THApnbRkC-hptRX0rQgeW7TmNVb6ClY1vvV9ZG0rWM6BhxQI-y_MfKWmKZQZx3CedeJXBb7GkUk-GdQnniLOIJy** | |  | | --- | | Sequence story - retelling | | Oracy: My train went to ….. | | Phonics ‘t’ what else starts with t? | | Mark making: postcards | | Role play – re-enact the story | | Writing/recognising name |  |  | | --- | | Hook: Find Humpty Dumpty in outdoor area broken in half. Was he pushed or did he fall?’ | | Roleplay – act out the rhyme  using masks and toys | | Become ‘police investigators – was Humpty pushed or did he fall? – police visit? | | Oracy retelling the story/rhyme of Humpty Dumpty | | Phonics ‘h’, ‘d’, ‘e’, g’, | | Writing/recognising name |  |  | | --- | | Oracy: my favourite fruit is | | Mark making: draw and label fruit | | Phonics: initial sounds of fruit | | Fruit tasting: describe the fruit | | Writing/recognising name | | Mark making – shopping lists | | Roleplay the story - Plastic fruit \* a basket \* animal models or masks. | | |  | | --- | | * Roleplay – take a train journey * Explore other ‘train/journey’ books * A trip to a train station where children can see real trains * Painting trains, seaside * Small world – train set * Tuff tray seaside or countryside scenes * listen to and sing songs, chant poems related to trains * Retell a journey e.g. journey to school, journey to grandparents | |
| |  | | --- | | * Roleplay – police * Experiment with eggs * Explore fingerprints * use flour and paint brushes to dust the crime scene and look for fingerprints * experiment - children chose different materials to wrap an egg in to protect it from a fall * Paint Humpty Dumpty * Construction – build a wall for Humpty Dumpty. * Paint/draw on eggs * Humpty Dumpty splat painting * Fine motor – put Humpty back together |  |  | | --- | | * Printing with fruit * Make a fruit salad * Visit Morrisons and buy a piece of fruit * Explore the textures of fruit – describe * Opportunities to count fruit, animals * Circle time - empathy and active listening in sharing feelings about surprises or shocks. * Painting fruit and animals from the story * Discuss differences in life – how do we get our fruit? Where does it come from? | |