



Bowdon Church School English Whole School Overview - Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Class novel and core texts: Harry and the dinosaurs go to school.</p> <p>The rainbow fish (Sharing/making friendships)</p> <p>Funny bones (Our bodies/healthy)</p> <p>Diversity books illustrating different families <i>The invisible string</i> <i>Kind</i> <i>Sulwe</i> <i>Eyes that kiss in the corners</i> <i>The proudest blue</i></p> <p><u>Rhyme Focus</u> The gruffalo Zog Each peach pear plum One mole digging a hole <i>Aliens love underpants</i></p> <p>Plus child-choice</p>	<p>Class novel and core texts: The Gruffalo</p> <p>The Gruffalos child</p> <p>Leaf man</p> <p>Stickman</p> <p><u>Repetition</u> We're going on a bear hunt little rabbit foo foo Brown bear brown bear The little red hen Oi Frog</p> <p>Plus child-choice</p> <p>Tree seasons Autumn and Winter- Non fiction</p>	<p>Class novel and core texts: Whatever next</p> <p>Aliens love underpants</p> <p>How to catch a star</p> <p>Man on the moon</p> <p>Goodnight spaceman</p> <p><u>Traditional tales Focus</u> Hansel and Gretel Goldilocks and the three bears Chicken Licken Puss in boots Three Billy Goats Gruff</p> <p>Plus child-choice</p>	<p>Class novel and core texts: Golden domes and silver lanterns- a muslim story</p> <p>The very hungry caterpillar</p> <p>Superworm</p> <p>What the ladybird heard</p> <p>Peter Rabbit</p> <p><u>Traditional tales Focus</u> Three Little Pigs Jack and the Beanstalk Little Red riding Hood Ugly Duckling The Gingerbread Man</p> <p>Plus child-choice</p>	<p>Class novel and core texts: Monkey puzzle</p> <p>Rumble in the jungle</p> <p>Meerkat mail</p> <p>We're going on a lion hunt</p> <p><u>Poetry Focus</u> There was an old lady who swallowed a fly I wish I was a Pirate Chocolate Cake The Owl and the Pussy Cat Boogie Woogie Buggy</p> <p>Plus child-choice</p>	<p>Class novel and core texts: The naughty bus</p> <p>Lost and found</p> <p>The lighthouse Keepers lunch</p> <p>Clean up</p> <p>Somebody swallowed Stanley</p> <p><u>Classic Authors</u> The very hungry caterpillar The tiger who came to tea Owl babies Burglar bill Guess how much I love you</p> <p>Plus child-choice</p>
<p>Poetry: Mary had a little lamb Heads, shoulders knees and toes Five little speckled frogs</p>	<p>Poetry: Firework Night- Enid Blyton Twas The Night Before Christmas</p>	<p>Poetry: 5 little men in a flying saucer Twinkle Twinkle Little Star</p>	<p>Poetry: Miss Polly had a Dolly Ten Green Bottles</p>	<p>Poetry: There was an old lady who swallowed a fly I wish I was a Pirate Chocolate Cake The Owl and the Pussy Cat Boogie Woogie Buggy</p>	<p>Poetry: Class assembly Noah's Ark - animals went in two by two.</p>

<p>Writing objectives: To begin to write known letters and shapes from their name.</p> <p>To begin to copy taught letters</p> <p>To take an interest in mark making by independently accessing mark making tools.</p> <p>To give meaning to their marks.</p>	<p>Writing objectives: To write their name.</p> <p>To form taught letters from set one.</p> <p>To use 'fred fingers' and begin to write cvc words using taught sounds.</p> <p>To begin to write short phrases.</p>	<p>Writing objectives: To form most of the letters correctly from the correct starting point.</p> <p>To begin to use finger spaces correctly.</p> <p>To begin to write a short sentence.</p> <p>To begin to write common exception words (I, the, go,)</p>	<p>Writing objectives: To begin to use the correct size for their letters.</p> <p>To know that sentences end with a full stop and begin to use one in their sentence.</p> <p>To show an awareness of capital letters.</p> <p>To continue to write a phrase/sentence in provision .</p>	<p>Writing objectives: To begin to sit their letters correctly on the line.</p> <p>To use a full stop correctly To begin to form capital letters.</p> <p>To begin to use capital letters in our writing.</p> <p>To continue to write a phrase/sentence independently in provision</p>	<p>Writing objectives: To write sentences using a capital letter, full stop and finger space.</p> <p>To take a keen interest in writing.</p> <p>To begin to check their work and edit it.</p>
<p>Writing activities: Making marks and adding meaning in the provision. Writing their name Writing their letters correctly in provision.</p>	<p>Writing activities: Writing cvc words Writing a label. Writing a list for advent.</p>	<p>Writing activities: Drawing a story map with a beginning, middle and end. Writing a short phrase that links to their learning in provision. Writing a wish for Lunar new year. Write instructions for pancakes.</p>	<p>Writing activities: Writing a card for Eid To write a sentence about the Easter story. Write instructions for growing a flower.</p>	<p>Writing activities: Writing a sentence linked to a story. Writing a descriptive sentence about Africa.</p>	<p>Writing activities: Writing a story (3 sentences) Write a letter</p>
<p>Spelling patterns: Recognise initial sounds</p> <p>Recognise alliteration and rhyme.</p> <p>To recognise single set one RWI sounds.</p> <p>To write initial sounds</p>	<p>Spelling patterns: To recognise all set one RWI sounds.</p> <p>To begin to recognise set one diagraphs.</p> <p>To orally blend those single set one sounds into words.</p> <p>To begin to write cvc words</p>	<p>Spelling patterns: To begin to read 1.6 and 1.7 words.</p> <p>To continue to 'fred in their head' and speedily read taught words.</p> <p>To read taught common exception words and to understand we can't fred talk these.</p> <p>To use set one sounds in words to spell using Fred fingers</p>	<p>Spelling patterns: To begin to recognise set two sounds in words.</p> <p>To match set two sounds to the correct picture.</p> <p>To write set one 'special friends' in words (ch, th, sh, ng, nk and qu)</p> <p>To continue to read and recognise common exception words.</p>	<p>Spelling patterns: To begin to write set two sounds in words.</p>	<p>Spelling patterns:</p>

<p>Oracy/performance/spoken language opportunities:</p> <p>Start a conversation with an adult/friend</p> <p>Learn and use new vocabulary linked to topic/shared stories.</p> <p>To engage in a small group discussion</p> <p>Retell a familiar story- beginning, middle and end focus.</p> <p><i>Focus on adults modelling correct language and grammatically correct sentences in provision.</i></p>	<p>Oracy/performance/spoken language opportunities:</p> <p>Learn and use new vocabulary in continuous provision and their learning.</p> <p>Use talk to organise themselves and their play.</p> <p>To answer questions in a whole class.</p>	<p>Oracy/performance/spoken language opportunities:</p> <p>Learn and use new vocabulary throughout the day.</p> <p>Retell a familiar story by creating a story map.</p> <p>Articulate ideas into sentences. Use social phrases throughout the day 'good morning, how are you?</p>	<p>Oracy/performance/spoken language opportunities:</p> <p>Articulate ideas into sentences and use conjunctions and because to join ideas.</p> <p>Show enjoyment of stories by developing characters voices/expression</p> <p>To use taught vocabulary in a range of contexts</p> <p>Engage a variety of traditional and contemporary poems and perform</p>	<p>Oracy/performance/spoken language opportunities:</p> <p>Begin to express a point of view and debate when they disagree with an adult/friend.</p> <p>Describe events in detail using sequencing words (before, next, then, after, finally)</p> <p>To talk about why things happen</p>	<p>Oracy/performance/spoken language opportunities:</p> <p>Listen to their teacher and peers and respond by asking relevant questions.</p> <p>Articulate ideas into sentences using past, present and future tenses.</p>
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