

**Term 1.1 – 7 weeks**

**Shared reading:**

Wk1- settling in

Wk2 - *My mum/My dad* by Anthony Browne (*Shared Reading*)

- L1: Decorate a tie
- L2: Create a collage of what your mum likes e.g. food, dresses,

WK3 - *what I like about me?* (*Shared Reading*)

- L1: Show and tell special bags
- L2: Decorate/create a mirror

Wk4- *Funny bones* by Allan Ahlberg

- L1: Create your own skeleton hand
- L2: Use Lego/wooden blocks to create your home

WK5 *Bear Flies High* by Michael Rosen

- L1: I can make my own bear
- L2: I can create my own transport that flies

Wk 6- *Where's Spot* by Eric Hill

- L1 - to cut and stick together own spot the dog, use Paper fasteners to make his tail move
- L2- who is behind the door, draw an animal on the paper and stick the door on top to make a flap

Wk7 - *Who stole the cookie?* Hamilton Trust

- L1: Children create their own cookie jar
- L2: Create shopping list of ingredients needed for cookies, children can draw or stick images

**Handwriting :**

Week 1 – 4- develop gross and fine motor skills through fun and engaging activities.

Week 5 – 7 – Develop good sitting posture, correct pencil grip and position of paper.

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
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<p><b>R.1a</b></p> <p><b>Label and lists - Ourselves &amp; Our Families</b></p> <p><b>Required text:</b> It's ok to be different by Todd Parr, Peace at Last by Jill Murphy, The Great Big Book of Families by Mary Hoffman</p>	<p>3</p>	<p><b>Week 1 – settling in and beginning phonics</b></p> <p><b>Week 2</b> L1 – Share and enjoy Do you like? looking at illustrations. (Show on IWB.) Do chn share any of the likes/dislikes of the children in the story? - Talk to children about what makes them special. L2 - Share Do you like? Again, asking chn to predict the second page in each pair: 'Yes but... Discuss ideas for new pages in the book. What do chn like? What do they like better? L3- Reread Do you like? encouraging chn to join in and read it with you. Ask chn what they dislike? What do they dislike even more?! Brainstorm ideas for dislikes as well as likes. Each child has their own page and they will write their name beautifully on it! - Model writing chn's names L4 – Introduce It's Okay to be Different. Read the first half of the book (up to It's okay to say no to bad things). As you read, pause to discuss each page in relation to specific chn's experiences. L5- Which other names in our family could we write? Model writing 'Mummy', 'Nana', 'Dad' etc.</p> <p><b>Week 3</b> L1 – Share the story Peace at Last. What sort of family are the Larges? Are there more children than in yours? Or fewer? More adults? Or fewer? What's different? They're elephants L2 –Read The Great Big Book of Families up to Holidays. Pause to discuss each page. Then turn back to Spreads 2 &amp; 3 and point out that families can be two or twenty people! L3 - Share The Great Big Book of Families. Each page gives us a different way of being different! Discuss Food. How do our families differ? Which families eat spicy food? Which prefer plain? Look at hobbies. What things do we like doing as a family? Discuss celebrations L4 - Look through The Great Big Book of Families. Pause at the last page. Point out that we learned last week that each child is special and now we see that each family is special too. Say that each child can choose one to focus to write about – model orally constructing sentence L5 - Model writing a sentence about your own family. Choose a topic, e.g. pets. In my family we love animals. We have a dog and three cats. My dad loves his dog best! Read back each sentence as you write it, pointing out that we must leave spaces between words! I</p>	<ul style="list-style-type: none"> <li>- Begin to understand simple sentences</li> <li>-Demonstrate understanding when talking with others about what they have read</li> <li>- Use phonic knowledge to decode simple familiar words (e.g. mummy, daddy).</li> <li>- Answer 'how' and 'why' questions about experiences.</li> <li>-Develop their own narratives</li> </ul>	<ul style="list-style-type: none"> <li>- To handle equipment and tools effectively, including pencils for writing.</li> <li>- -Use phonic knowledge to write words in ways that match their spoken language.</li> <li>-Write own name and labels and captions</li> <li>-Write simple sentences that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear.</li> <li>-Listen and respond to ideas expressed in conversation.</li> <li>-Use talk to organise, sequence and clarify feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- colourful semantics</li> <li>- WCT</li> <li>-topic language bags</li> </ul>
<p><b>R.1a</b></p> <p><b>Songs and repetitive poems</b></p> <p><b>Required texts:</b> <b>We're Going on a Bear Hunt by</b></p>	<p>4</p>	<p><b>Week 4 We're Going on a bear hunt Talk for write</b></p> <p>Week 1 Imitation</p> <p>L1 – Hook: set the class as a cave – put bear prints , make it dark, put out obstacles chn have to go through and under to get to the cave - give torches L2 - practice orally learning the text with story map , using actions and gestures L3- learn the story map with actions – text talk the story using only the pictures, chn then sequence the story using only pictures from the text</p>	<p>40-60 &amp; 30-50</p> <ul style="list-style-type: none"> <li>- Listen attentively to stories; accurately anticipating key events, responding with relevant actions.</li> <li>- Begin to read words and simple sentences;</li> <li>-Use vocab influenced by experience of books</li> </ul>	<ul style="list-style-type: none"> <li>- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> <li>-Attempt to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively to stories; accurately anticipating key events, responding with relevant actions.</li> <li>-Join in with repeated refrains;</li> </ul>	<ul style="list-style-type: none"> <li>– colourful semantics</li> <li>- WCT</li> <li>-topic language bags</li> </ul>

<p><b>Michael Rosen and Helen Oxenbury, Little Rabbit Foo Foo by Michael Rosen</b></p> <p><b>Poems: Bear was Afraid , Who stole the cookie?</b></p>	<p>L4 – Talk the text from story map with actions – give each group part of the text, role play a part of the text with the narrative                      L5- Talk the text - grammar focus on preposition - set out activities that children can go over, under and through – explain that these are called prepositions - model segmenting the words for writing - Write prepositions on cards; arrange around the room to hide a bear!</p> <p><b>Week 5</b>                      Reading as a Reader                      L1 –. Read ‘We’re all going on a ___ hunt’ – missing out key words for chn to fill in – chn write key words on missing sentence – model blending and segmenting</p> <p>/provide missing words                      L2 – read the whole book and ask comprehension questions - chn write simple facts about bear using pictures -                      L3 – Talk the text - discuss the problems they face in the book – grass, river, mud, forest - have the pictures of those scenes and talk about the repetitive language ‘oh no’ – chn act out each problem</p> <p>Reading as a writer                      L4 - Take one scene from the book (grass) and talk about the descriptive words, (long, wavy, deep, cold) – shared writing - pictures of outdoor and magpie descriptive words chn suggest – (put on a washing line) -give pictures and chn use magpie words to write their own words/caption                      L5- Talk the text - go over repeated words in the book We, Going, on, big, bear, one – chn out the cut-up phrases and add words to stick in its place – go over HFW</p> <p><b>Week 6</b>                      Week 3 Imitate                      L1 - Explain that we shall write our own class version of this story.                      Ask what animal shall we hunt? (Remember it must be scary!) – provide different scary animal pictures - chn discuss with partner different places they might go through and the sounds they might hear to get the animal;- magpie the problems/places on the board to help generate ideas                      L2- chn orally make up a story in groups using the class chosen animal – TA scribe – (shared writing using suggestions for beginning using box it up or story map - chn write one sentence or draw for the beginning section of the story in the plan                      L3 - each group write about going through a different place.                      Point out what ‘position’ word’ to use. Do we go ‘along’ it? Or ‘up’ it? Or ‘down’ it? – provide word bank (shared writing for middle - chn write one sentence or draw for the beginning section of the story in the plan                      L4 - Show chn two blank template pages Explain that we will write the place and the noise it makes going through or over or along it. We will also have to decide whether we go up it or down.                      L5 - Discuss how our version of the story will end? Will we all get back home safe? Or will we get eaten? -chn draw the ending of the story with words/captions. – shared writing end - chn write one sentence or draw for the beginning section of the story in the plan</p> <p><b>week 7</b></p>	<p>- To read some common irregular words.</p> <p>- Reading a repetitive phrase                      -- Re-telling or acting out a familiar story with a repeating pattern                      - - To read some common irregular words.</p>	<p>- To use their phonic knowledge to write words in ways which match their spoken sounds.                      - To handle equipment and tools effectively, including pencils for writing.                      To introduce a storyline or narrative                      - To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.                      - Use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</p>	<p>-Use talk to sequence events.                      -- To express themselves effectively, showing awareness of listeners’ needs. –                      Story map, discussion, talk partner</p>
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	<p>Week 4 – implementation</p> <p>L1- Go over HFW and how to write - children look at their plan and draw story map</p> <p>L2- children act out their story with gestures and Write the story in sections. Approximately 1 sentence for each stage – or more! – model sentence writing, segmenting – provide vocabulary and magpie words and phrases</p> <p>L3 - Read little rabbit foo - Read and enjoy the story, look at illustrations, enjoy how funny the pictures are – Chn Write the story in sections. Approximately 1 sentence for each stage – or more!</p> <p>L4 - Read The Elephant and the Bad Baby encouraging chn to join in with the repetitive phrase. Compare with Little Rabbit Foo Foo. Which do they prefer? – Chn Write the story in sections. Approximately 1 sentence for each stage – or more!</p> <p>L5 – children finish their story and perform to the class</p>				
<b>Term 1.2 – 7 weeks</b>					
<p>Shared Reading:</p> <p><b>WK 1: The three little pigs</b></p> <ul style="list-style-type: none"> <li>- L1: Decorate and design the houses from the story, use lollysticks, straw/hay and brown rectangle paper pieces for bricks</li> <li>- L2: Draw or make character puppets from the story and label them</li> </ul> <p><b>WK 2: Goldilocks and the three bears</b></p> <ul style="list-style-type: none"> <li>- L1: make some porridge and taste</li> <li>- L2: Act out the story using props (bowls, chairs, pillows and mats for bed)</li> </ul> <p><b>WK 3: Little red riding hood</b></p> <ul style="list-style-type: none"> <li>- L1: make a picnic basket for grandma, what is inside</li> <li>- L2: make an axe using recycled materials</li> </ul> <p><b>WK 4: How to catch a star</b></p> <ul style="list-style-type: none"> <li>L1: Decorate a star with a string attached</li> <li>L2: Describe and write why your star is special</li> </ul> <p><b>WK 5: Man on the moon</b></p> <ul style="list-style-type: none"> <li>L1: make an image with astronauts on the moon, name the astronauts</li> <li>L2: make space food</li> </ul> <p><b>WK 6: Alien’s love underpants</b></p> <ul style="list-style-type: none"> <li>L1: Decorate an underpant and describe it</li> <li>L2: Make a spaceship with paper plate and put an alien inside</li> </ul>			<p><b>Handwriting:</b></p> <p>Week 1: sitting letters: c</p> <p>Week 2: sitting letters: a</p> <p>Week 3: sitting letters: o</p> <p>Week 4 - : sitting letters s</p> <p>Week 5 - : sitting letters e</p> <p>week 6: sitting letters i</p> <p>week 7 - sitting letters m</p>		

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<p><b>R.1b Traditional Tales about Homes (T4W)</b></p> <p><b>Required texts: The Three Billy Goats Gruff, Billy Dogs Gruff</b></p> <p><b>Poems: London Bridge is Falling Down Build a Little House, When Goldilocks went to the House of the Bears</b></p>	3	<p><b>Imitation – week1</b>                      L1 – Create a river and bridge using chalk outside or carpet tiles inside provide opportunities for children to create puppets of goats.                      L2 – practice orally learning the text with story map , using actions and gestures - Chn can use their masks while performing – vocabulary activity on (big, medium, little) – ask chn to think about their homes and the homes of the goat and troll.                      L3- learn the story map with actions – text talk the story using only the pictures, chn then sequence the story using only pictures from the text                      L4 – Talk the text - Chn roleplay the characters. Use percussion instruments to represent how each character moves - repetitive rhyming words, “Who goes trip trap, trip trap over my bridge?” - with chn using phonic skills and repetitive phrases to read the text- chn make up their own walking movements -stomp – chomp, jump - bump and using phonics                      L5– Display &amp; read three little pigs. What do chn think of this version? Compare and discuss – repetition (huff and puff- explore meaning of these words). -chn think of different repetition words the wolf can say and write them– Sound out the words to help to write them</p> <p><b>Week 2</b>  <b>Reading as a Reader</b>                      L1 – read the text showing chn the text and pictures - Comprehension questions: Why were the goats different sizes? Why did the Troll let the first 2 goats pass? Why did the goats need to use the bridge? — look at adjectives the troll uses to speak – growled, roared – chn come up different loud voices  <b>Reading as a Writer</b>                      L2 – Walk through the text shared making a flow chart - chn rearrange the pictures and sentences in order of what happens in the story – and stick on the box it up –write short captions linked to story                      L3 - read goldilocks and the three bears -discuss repetition and ask are there goodie/baddie characters? – time connectives focus on First, Next, Finally  <b>-Innovation</b>                      L4 – Explain that we shall write our own class version of the three billy goats gruff – show box it up of all three stories so far – three good animals and one bad animal/person, where is it set (home), middle and how the story ended.                      L5- Change the bare bones of three billy goats gruff to match the new story through shared writing - provide chn pictures of different animals and setting (rabbit hole, lake, hill) . chn work in pairs to make changes to the story map using the pictures so that it tells a new story as a class – change the goats into a different animal and the troll into another character – setting/change bridge</p> <p><b>Week 3</b></p>	<p>- Develop pleasure in reading and motivation to read by:                      -being encouraged to link what they read or hear read to their own experiences                      -checking that the book makes sense to them as they read and correcting inaccurate reading – <b>reading as a reader</b>                      - discussing the significance of the title and events - <b>reader as reader/writer</b>                      -making inferences on the basis of what is being said and done                      -predicting what might happen on the basis of what has been read so far</p> <p>Word: respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Guided treading MTP for objectives and strategies</p>	<p>-Discuss what they have written with the teacher or other pupils                      -Read aloud their writing clearly enough to be heard by their peers and the teacher – <b>imitation, reading as reader</b>                      -saying out loud what they are going to write about – <b>implementation, reading as writer, box it up, shared writing</b>                      -sequencing sentences to form short narratives – <b>reading as a writer</b>                      -composing a sentence orally before writing it – drama, story map                      -re-reading what they have written to check it makes sense.</p> <p>Gramma                      -using a capital letter for names of people and the personal pronoun ‘I’                      - leaving spaces between words                      Pupils should be taught to:                      a. sit correctly at a table                      - beginning to punctuate sentences using a capital letter and a full stop</p>	<p>Pupils should be taught to:                      - listen and respond appropriately to their peers                      -give well-structured descriptions                      -speak audibly and fluently in English                      -maintain attention, participate in conversations</p> <p>-Participate in discussions                      -Ask relevant questions to extend their understanding and knowledge                      -Give well-structured descriptions</p>	<p>-colourful semantics,                      -graphic organiser                      - topic language bags                      -ELKLAN questions Modelling                      -drama                      -visuals - now/ next sequencing</p>

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		<p>L1 -bring out the box up chn did last week – and shared writing with alternative character, chn orally talk the new story with their partner and draw a story map to record their ideas from the plan</p> <p>L2 – Shared writing – modelling how to write the beginning of the story three animals want to cross the river, the big fish doesn't let them – think about repetitive words the fish can say – whose been splashing in my water. – chn write a sentence of their three animals crossing a location - remind them of the different setting (home).</p> <p>L3 – Shared writing of the /middle of teacher's version using the plan – the second animal tricks the fish and crosses the river to get to the other side (remind chn of repetition - whose been splashing on my river') –of their middle section.</p> <p>L4 - Shared writing of the middle of teacher's version using the plan – the third animal tricks the fish and crosses the river by charging at him to get to the other side– Vocabulary work – focus on different actions (charged, marched, ran, etc – magpie words for chn to use. chn write a sentence for their end of their middle section - how did their last animal escape (by marching past the..)</p> <p>L5 – Vocabulary work – look at verbs in their story. Chn read their story to their partner and edit where they need to - perform the story to the class.</p>				
<p><b>R.1b – Space</b> - Lists, labels and captions</p> <p><b>Required texts:</b> <b>Whatever Next</b></p> <p><b>Poems:</b> <b>Astronaut and Rocket Ship – Twinkle Little Star</b></p>	<p><b>4</b></p>	<p><b>Week 4 Whatever Next</b> Week 1 Imitation</p> <p>L1 – Hook: Create an exciting flying saucer crash site to signify the arrival of alien visitors to the classroom, L2 - Practice orally learning the text with story map , using actions and gestures - L3- learn the story map with actions – Cold task- Describing the moon L4 – Talk the text from story map with actions – look at the front cover of the book – chn write first impression of the book ... give sentence starters, I like..... I don't like..... L5- Talk the text and begin to retell – Provide a range of junk modelling materials and joining media, e.g. masking tape, glue, pegs. Chn create a model rocket and label the parts of the rocket. / <b>Week 5</b> Reading as a Reader L1 –. Read 'Whatever Next– missing out key words for chn to fill in – chn write key words on missing sentence – model blending and segmenting/provide missing words L2 – read the whole book and - Show storyboard (resources). Identify the characters and the different settings. Discuss the sequence; note how the story starts (beginning), builds to a climax (middle) and resolves (ending). Consider if chn think Baby Bear really travelled to the moon; encourage chn to justify their opinions. L3 – Talk the text - Provide story props, e.g. box, colander, boots, teddy, picnic blanket, play food, owl toy. Retell Whatever Next. <b>Reading as a writer</b></p>	<p>- Pupils should be taught to: -drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events -drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Word: Pupils read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -re-read books to build up their fluency and confidence in word reading</p>	<p>- Pupils should be taught to: Write sentences by:  -saying out loud what they are going to write about -composing a sentence orally before writing it - sequencing sentences to form short narratives -re-reading what they have written to check it makes sense -Discuss what they have written with the teacher or other pupils</p> <p>Grammar - <b>leaving spaces between words</b> -<b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b> -Use grammatical terminology</p>	<p>- ask relevant questions to extend understanding - use relevant strategies to build vocabulary  -use relevant strategies to build vocabulary -give well-structured explanations -consider different viewpoints</p>	<p>- <b>graphic organiser</b>  -<b>visuals</b>  -<b>colourful semantics</b>  -<b>Topic language bags</b></p>

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	<p>L4 -Discuss how Baby Bear prepares for the journey into space. Identify his rocket and the items he chooses to pack. Use the illustrations from Whatever Next to recognise each item. Afterwards, discuss if they were good choices. Encourage chn to suggest alternatives, justifying why they would be better or more appropriate –</p> <p>L5- Talk the text - Ask the chn to suggest additional items Baby Bear should take into space. Encourage the chn to use an adjective to describe each idea, e.g. soft rug. Model using knowledge of phonics and HFW to write each suggestion. Place ideas underneath each other (a vertical list). Say, this is called a list. - chn make a list what they will take to space</p> <p><b>Week 3</b></p> <p>L1-Read non- fiction <u>my first book of planets</u> - chn write one fact or information facts about Earth and the planets .</p> <p>L2- Model preparing a question orally about the sun, e.g. What is the Sun? Invite chn to prepare, rehearse and share questions about the Sun; write a selection on f/c. Note the question mark and say it tells readers the sentence is a question. Finally, read each question using appropriate intonation.</p> <p>L4- Read Toys in Space. Discuss if chn believe there are aliens in space –Ask chn to think about what they will see in Space - chn draw pictures and</p> <p>L3- Read Hear comes the alien - Create an exciting flying saucer crash site to signify the arrival of alien visitors to the classroom, e.g. crashed flying saucer, surveillance photographs, foot prints, eye-witness reports. Share with the chn. Ask: What are aliens? What might they look like? Who thinks they are real?</p> <p>L4- Go over story map for whatever next - Explain that we shall write our own class version of ‘whatever next’ and ask chn to role play where space they would like to go to – moon, star, planet etc and how they will get there.</p> <p>L5 - Shared writing class version – display the story board and provide chn with sticky notes - ask chn to change the place they will visit - (from moon to.), change the transport – change the things teddy takes with him – change the owl (eagle, ladybird)</p> <p><b>Week 4</b></p> <p>L1 – class story map of story – chn create individual story map</p> <p>L2- box it up shared writing – magpie words – chn write sentence for beginning.... Can I go to the .....? Baby bear found a.....</p> <p>L3 - box it up shared writing – what Bear will take with them... (food, toy)</p> <p>L4- box it up shared writing, magpie words – chn write sentence what animal Bear met along the way?</p> <p>L5- box it up shared writing, magpie words – chn write sentence about what Bear did? (party, picnic)</p>				
<b>Term 2.1 – 6 weeks</b>					
<b>Shared Reading:</b>				Week 6- Tall letters b	
<b>WK1: Ketchup on your cornflakes – Hamilton</b>					

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<ul style="list-style-type: none"> <li>• <b>L1: Create your own paper plate of your favourite food</b></li> <li>• <b>L2: Tasting: cornflakes with ketchup</b></li> </ul> <p><b>WK2: Mr wolfs pancake – Hamilton</b></p> <ul style="list-style-type: none"> <li>• <b>L1: List ingredients to make pancakes</b></li> <li>• <b>L2: Decorate your own pancake</b></li> </ul> <p><b>WK3: The little red hen – Hamilton</b></p> <ul style="list-style-type: none"> <li>• <b>L1: Decorate your own hen</b></li> <li>• <b>L2: Tasting: different types of bread</b></li> <li>• </li> </ul> <p><b>Wk4: Topsy and Tim Go to the Dentist – Hamilton</b></p> <ul style="list-style-type: none"> <li>• <b>L1: Role play – being dentist</b></li> <li>• <b>L2: I can identify good and bad teeth</b></li> <li>• </li> </ul> <p><b>WK5: Topsy and Tim Meet the Police – Hamilton</b></p> <ul style="list-style-type: none"> <li>• <b>L1: Create your own policeman using creative materials</b></li> <li>• <b>L2: Create your own police badge</b></li> </ul> <p><b>WK6: The house that jack built – Diana Mayo</b></p> <ul style="list-style-type: none"> <li>• <b>L1: Create story map of the house that jack built</b></li> <li>• <b>L2: I can create my own house using construction materials</b></li> </ul>	
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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<b>R.4a</b> <b>Lists, Instructions &amp; Recipes (T4W)</b>  <b>Required text: The Gingerbread Man, The Giant Jam Sandwich, Lunchtime poem</b>	3	Week 1 Imitation  L1- Hook the class – Role play cooking/baking with props for a kitchen, e.g. pans, cooker, food, utensils, plates, cutlery. activity – ask chn what stories have cooking/baking– Cold task- ask chn to orally tell the story from memory or suing props form the classroom - scribe the story chn recall. L2- Introduce the front cover of the Gingerbread Man – discuss front cover (pictures, title, author, characters) ask chn who are the main characters, do they know any other stories with the same characters – Share the story map and orally. L3- Learn story map with actions - Identify and describe the characters the Gingerbread Man meets. List them vertically on the w/b. Consider	- ELG 40-60+ & 30-50 - Joins in with repeated refrains -Begins to read words and simple sentences - Shows an understanding of prepositions -Uses intonation, rhyme and phrasing to make the meaning clear - Can segment sounds ...and blend them together - Enjoys an increasing range of books -Knows that information can be retrieved from books	- ELG 40-60+ & 30-50 -Attempts to write short sentences in meaningful contexts - Writes short sentences	ELG 40-60+ & 30-50 - Listens to stories with increasing attention and recall -Joins in with repeated refrains -Two-channelled attention - Listens and responds to ideas - Uses talk to organise and clarify thinking	- Modelling  - Pair work.  - Field Trip  - Learning journal template



	<p>how each character felt during the story and reflect on how that influenced their behaviour – draw Giant Gingerbread man outside and chn decorate with chalk.</p> <p>L4- Share the simple gingerbread recipe (resources). Focus on the sequencing words, e.g. first, then, next and the actions words, e.g. sieve, break, mix. Discuss why they are useful – bake and decorate own Gingerbread Man with icing sugar pens –</p> <p>L5- Imitate the story map with actions - role play the characters using mask.</p> <p>Innovate/Implement – Poetry of the week: What you don’t know about food</p> <p>Week 2-</p> <p>L1- Learn the story map through actions and gestures - Read the hard copy of the Gingerbread Man and ask chn to join with reading using phonics to decode - showing children the pictures - give chn story sequence pictures and ask children to summarise the story using pictures.</p> <p>L2- Display the trap pictures (resources). Discuss them and consider how they will trap the Gingerbread Man. Encourage chn to generate lots of different ideas; praise the most creative.</p> <p>L3- Display the trap pictures (resources). Discuss them and consider how they will trap the Gingerbread Man. Encourage chn to generate lots of different ideas; - Shared writing –class story map to trap the Gingerbread Man - e.g. First dig a large hole; Next cover it with leaves; Then wait for the Gingerbread Man to run over it; Finally pull him out and take him back home – chn draw story map in book with words and pictures.</p> <p>L4 – Chn use the class story map on how to catch the Gingerbread Man and use post it notes to change some of the ideas – Chn draw new story map with their ideas.</p> <p>L5- Chn write instructions explaining how to catch the Gingerbread Man – using the story map they created yesterday.</p> <p>Week 3 – Poem of the week Lunchtime</p> <p>L1- Read The Giant Jam Sandwich. Notice it includes pairs of rhyming words that are at the end of each line. Read the book again encouraging chn to join-in and read the rhyming words- Provide an outline of a sandwich (resources). Chn list the ingredients inside. Is it delicious or hideous?</p> <p>L2- Read The Giant Jam Sandwich. Say that storybooks must be read in sequence to be understood. Show the story-pegs (resources). Sequence the story correctly and retell it confidently.</p> <p>L3- Read The Giant Jam Sandwich. Support chn to share times they have made a sandwich; identify the ingredients they used, utensils they needed and the method they followed –chn make sandwich following instruction.</p> <p>L4- Discuss the steps and ingredients they used to make the sandwich yesterday. Ask Chn write a list of ingredients and a set of instructions they used to make their sandwich.</p>			<p>-Uses vocab and forms of speech influenced by books</p> <p>- Listens and responds to idea</p> <p>- Responds to instructions</p>	
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		L5-Poetry - Share the poem Lunctime and rehearse y. Help chn to vary the pitch and tone of their voice as they rehearse to emphasise words and phrases. Chn perform this poem as a whole class or in small groups				
R.4b People who help us.  Required text: The Very Helpful Hedgehog, People Who Help Us Vet/dentist	3	<p>People who help us (Arrange Zoom meeting with a Doctor, Nurse, Dentist)</p> <p>Week 1 – Poetry of the week - Thank You Very Much! L1- Read The Very Helpful Hedgehog. Our homes and the people who look after us there are really important. What kind of homes do Isaac and Donkey live in? What words could we use to describe Isaac’s house of leaves? What about Donkey’s field? L2- Look again at The Very Helpful Hedgehog. Shared read the words used to describe the sounds of the apples hitting the ground/Donkey eating the apple. Can you think of other sound words like ‘thud’ and ‘crunch’? (see resources for ideas) Shared write a selection. Later, chn write their own words to accompany apple pictures and leaves for a class display. L3-: Read and enjoy Dog Eat Dog. Shared read the repeated refrains. I tell my cat to be good.... etc. L4- Reread Dog Eat Dog. Which animal was the first to do something bad? Discuss ideas with a partner. And can you say what that animal did wrong? Rpt for next animal and their misdemeanour. Share sequence ideas. L5- What might the animals have done to make up for their mischievousness? They could have said sorry. Shared write a brief apology as if written by one of the animals: Dear Dad, I am sorry for eating up your cabbages....</p> <p>Week 2- Poetry of the week - The Animals Went in Two By Two L1- Share the cover and the first pages of the Vet book. How is this book different to The Very Helpful Hedgehog? This is an information book and not a story. Sort a few of each kind of book into piles. L2- Say that with information books we don’t always need to start at the beginning. We can jump to the bit we are interested in. How do we know what’s in the book? Show the Contents page of the Vet book, explain its role, and use it to locate a section of the book children show an interest in. Shared read this page. L3- Share pages from the Dentist book. Discuss chn’s experiences of going to the dentist. Why do we go? How do we feel? The people in the book look pleased to go to the dentist and keep their teeth healthy. L4- Look at the Dentist book and compare it with Vet. Again, use the Contents page to navigate to a section chn are interested in. Shared read parts of text from that page. What information have we found out?</p>	- ELG & 40-60+  -read and understand simple sentences -use phonic knowledge to decode - write simple sentences which can be read by themselves - know that information can be retrieved from books and computer	- ELG & 40-60+  -use their phonic knowledge to write words -write simple sentences which can be read by themselves	- L ELG & 40-60+ -give their attention to what others say and respond appropriately... -extend vocabulary... -express themselves effectively - listen attentively in a range of situations -respond to what they hear with relevant comments, questions or actions. - answer ‘how’ and ‘why’ questions	

	<p>L5-: Look at the Indexes of both Vet and Dentist and discuss their role. Help chn spot the alphabetical order used. Read some of the words, find the relevant page and check it.</p> <p><b>Week 3</b> -Poetry of the week Fireman Sam  <b>L1-</b> Show covers of Firefighter and Police Officer. What sort of things do firefighters/police officers do? Look through the books. Were there things Dwight and Sam did that you didn't expect?  <b>L2-</b> Turn to the Glossary in Firefighter. What is a glossary? Shared read entries and enjoy some of the more unusual, firefighter-specific words (mess deck, apparatus). Encourage chn to use decoding skills to read new  <b>L3-</b> Look at 'Checking the Equipment' in Firefighter &amp; shared read the captions. Show firefighter images &amp; captions (resources) Oops! I have muddled my captions. Help me sort them out by reading each one carefully.  <b>L4-</b> : Look at Police Officer &amp; discuss Sam's job. Read the pages devoted to 'Checking Equipment'. Read each item's name. Can you see in the photo where Sam carries or wears each thing? What do you think she might need the torch for? The radio?  <b>L5-</b> Friday: Look at Police Officer's Glossary and read the entry for Fingerprints. Look at each other's fingerprints with hand lenses. What words could we use to describe them?</p>				
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**Term 2.2 – 7 weeks**

<p><b>Spellings:</b>  <b>Shared Reading:</b>  Wk1  <b>Rabbit's Spring Adventure-</b> <a href="https://www.youtube.com/watch?v=v1TFyC6S71c">https://www.youtube.com/watch?v=v1TFyC6S71c</a>  L1- Create your own bunny rabbit  L2- Chn make a pop-up Springtime card</p> <p>Wk2  <b>Spring (Seasons)</b> by Child's Play – read boo  L1 - Make glass suncatchers  L2- Make umbrella with the name of all seasons</p> <p>Wk3  <b>The Cow that laid an egg</b>  L1- Create cow handprint  L2- Write about what makes them special (children)</p> <p>Wk4  <b>Growing plants – read book</b>  L1 – children taste different vegetables using adjectives to describe the vegetables.  L2 – summarise the story through sequencing</p>	<p><b>Handwriting:</b>  Week 1 - sitting letters n  Week 2- sitting letters r  Week 3- sitting letters u  Week 4- sitting letters v  Week 5 - sitting letters w  Week 6- Tall letters b  Week 7-</p>
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<p>Wk5  <b>A Seed In Need</b> by Sam Godwin                      L1- make seed collage with the fruits – and write name of fruit.                      L2 – make an instruction for planting seed</p> <p>Wk6  <b>The Enormous Turnip</b>                      L1- Story map – Enormous turnip                      L2- Enormous turnip printing</p> <p>Wk 7  <b>Jack and the beanstalk</b>                      L1-                      L2-</p>
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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p><b>R.3a</b></p> <p><b>Captions, Labels, Non-Fiction Writing (T4W)</b></p> <p><b>Text required: Wakey, Wakey, Not a daffodil, Hen's Song</b></p>	4	<p><b>Week 1</b>  <b>Imitation</b>                      L1 – Chn decorate eggs – begin weather diary                      L2 - practice orally learning the text (Wakey, WAKY) with story map , using actions and gestures - .Discuss hibernation Identify other animals that hibernate.– chn complete weather diary                      L3- learn the story map with actions – show chn pictures of spring Say there are many signs that spring has arrived Generate descriptive vocabulary, write captions                      L4 - Talk the text from story map with actions - chn then sequence the story using only pictures from the text                      L5 — give each group part of the text, role play a part of the text with the narrative.</p> <p><b>Week 2</b></p> <p><b>Reading as a Reader</b>                      L1 –read Not a Daffodil. Collect a range of spring flowers to display in the classroom, e.g. daffodils, hyacinth, crocuses, snowdrops. Allow chn to smell and touch them. Generate descriptive words and phrases, suitable for each - Use fruit and vegetables to print a variety of spring flowers                      L2- read the whole book and ask comprehension questions - What/when is spring? How do we know spring has arrived? How can you describe spring?</p>	<p>C&amp;L 40-60+ &amp; ELG</p> <ul style="list-style-type: none"> <li>-Extends vocabulary...</li> <li>-Respond with relevant comments.</li> <li>-Uses vocabulary influenced by books</li> <li>-Read and understand simple sentences.</li> <li>- Use phonic knowledge to decode regular words.</li> <li>- Links statements and sticks to a main theme or intention.</li> <li>-Begins to read words and simple sentences</li> <li>-Demonstrates understanding when talking about their reading.</li> <li>- Listens to stories, anticipating events and responding with relevance</li> <li>-Extends vocabulary...</li> <li>-</li> </ul>	<p>C&amp;L 40-60+ &amp; ELG</p> <ul style="list-style-type: none"> <li>-Attempts to write short sentences...</li> <li>-Write captions.</li> <li>-Write simple sentences.</li> <li>- Uses past/present form accurately.</li> <li>- Writes simple sentences which can be read by others.</li> <li>-Writes labels.</li> <li>-letter formation</li> <li>- Writes words in ways which match their spoken sounds</li> <li>-Writes simple sentences which can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates understanding when talking about their reading</li> <li>- Maintains attention, concentrates</li> <li>- Extends vocabulary...</li> <li>-Respond with relevant comments.</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas and feelings</li> </ul>	

	<p>L3 – Talk the text – discuss all the animals in the story and where they slept – snake/hole – chn write captions fro each animal.</p> <p>Reading as a writer                  L4 - Take the snake picture from the book and talk about the descriptive words, slithering – shared writing - pictures animals that hibernate - Generate descriptive vocabulary about the animal. Magpie ideas on sheet. Model combining suggestions into a caption. Rehearse each caption; write it using correct punctuation and read it aloud correctly.                  L5- Talk the text and display the story map –discuss the waking animals immediatly want to eat. Identify the customs and distinctive food associated with specific springtime celebrations – chn write the food their animal will eat when they wake up.</p> <p><b>Week 3</b>  <b>Innovation</b>                  L1- Read The Odd Egg–discuss the difference of wakey wakey and the odd egg what happens in spring in both story – the old egg- have babies/Wakey Wakey - hibernation - give chn a picture of their hibernation animal and add labels. Chn identify the body parts of their chosen animal and write a label with two adjectives. Chn also write a caption to accompany the picture                  L2 – explain that we will add a a new animal to the Wakey Wakey story and this is the turtle - Change the bare bones to match the new story through shared writing - Make changes to the map using post its so that it tells a new story as a class of a box turtle/ sleeps in its shell                  L3 – chn role play how their chosen animal wakes up from sleep – yawns, stretches and how they will eat – box up - and write a caption for their animal from last lesson – where does it sleep                  L4 -bring out the box up – and shared writing add what weather did they sleep through – snow/wind/thunder – provide pictures of weather– chn use ideas to add to their box it up.                  L5 - box up the story – show chn different food that animals eat and add to the next part - what did they eat when they woke up from sleep – add to their own box it up – words/sentence</p> <p><b>Implementation</b>                  L1- Watch/read The Ugly Duckling. Compare/contrast signet and swan. Generate descriptive language to describe each, e.g. signet = grey feathers, swan = white feathers – chn talk about their plan to their partner.                  L2- Guided writing using box it up to write the draft in their book – story map/words                  L3- warm up activity using vocabulary continue writing using box it up – story mao, captions</p>				
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		<p>L4 - Share poem <b>Hen's Song</b> and recite. Chn explore varying the pitch and tone of their voices to emphasise the rhyming words, e.g. shell/well. Chn learn &amp; perform the poem in small groups.</p> <p>L5 - warm up activity using vocabulary - Chn perform their final poem to the class</p>				
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<p><b>R.5a Lists, Labels and Instructions – Growing plants</b></p> <p><b>Required text:</b>  <b>The Tiny Seed by Eric Carle,</b>  <b>Jasper's Beanstalk by Butterworth,</b>  <b>Nick, Oliver's Fruit Salad by Vivian French</b></p>	<p>2</p>	<p>(In week 1 children can grow their own sunflowers)</p> <p>Week 1  L1- Enjoy The Tiny Seed. Say it explains the lifecycle of a seed. Discuss what the seed grew into, i.e. sunflower. Help chn generate questions to answer about seeds and plants. Keep ideas.  L2- Read The Tiny Seed. Remind chn it shows the lifecycle of a seed. Identify what stops some seeds from growing, e.g. sun too hot, ice too cold, ocean too wet. List ideas &amp; consider alternatives.  L3- Share The Tiny Seed. React on why the tiny seed was able to germinate. Discuss what conditions seeds need to start growing. Help chn to use because to provide reasons for ideas.  L4- Display Seed to Sunflower. Say it is an info book and does not need to be read in order. Look at the Contents. Read headings. Turn to adding ~~~ and also the pictures, labels and captions. Identify and discuss a selection of facts; ensure chn understand them correctly.  L5- Display Contents from Seed to Sunflower and the questions, from Monday. Use Contents to select suitable parts of the book to help answer each question. Write a response to each question</p> <p>Week 2  L1- : Display and read Grass for Tea! (resources). Identify animals and discuss what they eat. Next, discuss the plants that other animals eat, e.g. hen = corn, cow = grass, duck = pondweed.  L2- Share Oliver’s Vegetables. Identify and enjoy the humour. Discuss why Oliver didn’t spot the potatoes instantly. Find each vegetable and recognise which part Oliver ate, e.g. cabbage = leaf  L3- Read Oliver’s Vegetables. Notice how Oliver eats a different vegetable each day for a week. Order the days of the week and identify what Oliver eats on each day. Write ideas as a list.  L4- Enjoy Oliver’s Fruit Salad. Discuss why Oliver thought Grandpa’s fruit is better. Identify fruit chn have picked and eaten; share favourites. Briefly consider why fresh fruit is seasonal.  L5- Read Oliver’s Fruit Salad. Notice that at the start Oliver didn’t want to eat the fruit. Discuss why he changed his mind. Finally, list lots of different fruits and describe them, e.g. red cherry.</p> <p>Week 3:</p>		<p>- 40-60 &amp; ELG</p> <p>-Use phonics 5to write words, plus some irregular words</p> <p>-Write simple sentences</p> <p>- Spell some words correctly</p>	<ul style="list-style-type: none"> <li>- Listen attentively in a range of situations.</li> <li>- Follow instructions</li> <li>- Develop their own explanations by connecting ideas or events</li> <li>- Listen to stories, anticipating key events &amp; responding with comments, questions or actions</li> </ul>	
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		<p>L1: Read jaspers beanstalk and discuss what kind of seed jasper planted</p> <p>L2 - Children to know the life cycle of a bean, children to sequence the growth of a bean</p> <p>L3 – Talk for writing – children to understand what happened in the story, identify who the main character is e.g jasper, bird. Children to know what kind of setting the story was in e.g garden, woods, forest.</p>				
<p><b>Term 3.1 – 5 weeks</b></p>						



<p><b>Shared reading:</b></p> <p>Wk1  <b>The crunching Munching</b>                      L1 – sequence story                      L2 – Design my own butterfly</p> <p>Wk2  <b>Tadpole to Frog</b>                      L1 - I can label a frog                      L2 – Create your own frog face</p> <p>Wk3  <b>Teeny Weeney Tadpole</b>                      L1 - Sequence the characters tadpole met                      L2 - I can draw a picture of teeny weeney home</p> <p>Wk4  <b>Dinosaurs in the Supermarket</b> by Timothy Knapman                      L1- Role-play sessions, children explore different roles and situations linked to the book. Children play cooperatively, taking turns and sharing resources, space and time.                      L2- Children write labels and signs for the supermarket</p> <p>Wk5  <b>Dinosaurs Love Underpants</b> by Claire Freedman                      L1- Find all of the adjectives used to describe the dinosaurs – provide dinosaur picture and children describe.                      L2 – Children to be given template of underpants to design for the dinosaur.</p>				<p><b>Handwriting:</b></p> <p>Week 1 – tail letters g                      Week 2: tail letters j                      Week 3 - : tail letters g                      Week 4 - tail letters p                      Week 5 - : tail letters q                      week 6: tail letters y</p>		
Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes:	Speaking & Listening/Oracy	Differentiation

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<p><b>R.3b - Non-Fiction Texts and Stories</b></p> <p><b>Text required:</b> Spring – Dinosaurs</p>	<p>2</p>	<p>Week 1 – ImitationL1- Hook- Real butterfly eggs to come into school which children can watch grow into butterflies over the course of the half term (begin class diary to record the eggs everyday)– learn story map (hungry caterpillar) with actions and gestures.</p> <p>L2- Learn story map with actions and gestures - Learn Days of the Week (resources). Next, read the days of the week and order them (resources). Next, match the food eaten by the caterpillar to the correct day (resources).</p> <p>L3- Learn story through story map with actions and gestures - Discuss why animals, including humans, need to eat and drink. List ideas on the w/board. Identify pets or favourite animals and the food/s they eat - Chn make a fruit kebab</p> <p>L4- Learn story map with actions and gestures -Chn perform the story .</p> <p>L5- Cold task - Can you tell me a story/ can you make up a story of an animal changing/eating -orally construct and use story map to tell the story – write a sentence for the story (guided writing)- Re-enact story as a whole class with child selecting which character they would like to play.</p> <p>Week 2- Poetry/Rhyme of the Week: The Caterpillar, by Ian Larmont</p> <p>Reading as a reader -</p> <p>L1- Read the book and show children the pictures, ask and ask comprehension questions.: What happened to the caterpillar at the end of the story? Why did the caterpillar keep eating? Read non fiction text - observing and making notes about the changes to the butterfly eggs – and chn do a Real life observational drawings of the eggs so far.</p> <p>L2- :Read Tadpole’s Promise. Discuss how tadpole and caterpillar changed during Tadpole’s Promise. Flick through the pages to support the conversation. Display the lifecycle of a frog (resources). Sequence the pictures in a circle to show the cycle. Add arrows between each stage. Generate words to identify each stage, e.g. frogspawn, tadpole, froglet, frog. Label them.</p>	<p>-Extend vocabulary...</p> <p>-Begin to read simple words and sentences</p> <p>-Use vocabulary that is increasingly influenced by their experiences of books</p> <p>- Know that information can be retrieved from books and computers</p> <p>- Introduce a storyline or narrative into their play</p> <p>- Extend vocabulary</p> <p>-Enjoy an increasing range of books.</p> <p>Begin to read words and simple sentences</p> <p>-</p>	<p>-Write short sentences in meaningful contexts</p>	<p>- Listen &amp; respond to ideas expressed by others</p> <p>- Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>- perform oral story map</p>	<p>r4e</p>
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	<p>L3- Read Tadpole’s Promise. Identify effective words/phrases, e.g. gazed, beautiful rainbow or shiny black pearl. Write suggestions on w/board. Ensure chn can read each word/phrase and understand its meaning.</p> <p>Reading as a writer:</p> <p>L4- Retell the story substituting the main character for another minibeast (silkworm, ant) – provide chn with the story map and sticky notes chn change the animal and food.</p> <p>L5- Show both hungry caterpillar and Tadpoles Promise - Look at use of commas to create a list of their favourite food, promises they have made (talk about importance of keeping promise).</p> <p>Week 3- Innovation - Poetry/Rhyme of the Week: The Tadpole by Elizabeth Gould</p> <p>L1- Recap the story and think about alternative openings for the story -chn create own alternative openings using story map and guided writing.</p> <p>L2- Read Elver the eel- chn orally summarise the story and discuss life cycles- Ask chn how have they changed since they were a baby (think about physical changes and what they can do now that they couldn’t before-)-</p> <p>L3- Explain that we will write an information book about the life cycle of a butterfly - Extended recount of the life cycle of a caterpillar using sequential language First, Next, Then, After that, Finally - Organise for chn to watch caterpillars turn into butterflies.</p> <p>L4— go over the class diary of the butterfly eggs – what stages have we covered – Shared writing of the first stage. Support chn through guided writing of first sentence - chn draw an illustration.</p> <p>L5- Shared writing of the next stage. Support chn through guided writing of first sentence - chn draw an illustration.</p> <p>L4- Observational drawings of the class butterflies L5- Children go to the local park and release the butterflies and saying their farewells.</p>				
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	<p><b>L1:</b> Read <b>Owls and Dinosaurs</b> (<i>Hamilton Group Reader</i>). Display the illustrations of the dinosaurs. Can anyone recognise any of these/have a go at reading the names using some of the sounds?</p> <p><b>L2:</b> Share some interesting pages from <b>DK First Facts: Dinosaurs</b>, including what fossils are (p.6). Notice helpful features, like titles, fact-boxes, illustrations etc. Have we spotted any answers to our questions? Discuss &amp; record.</p> <p><b>L3:</b> Share some interesting pages from <b>Dinosaurs (Collins Fascinating Facts)</b>, including diet (p.8-9). Share some fact file pages for dinosaurs that the chn are interested in (these are a good source of information for chn’s writing task).</p> <p><b>L4:</b> Use <b>Dinosaurs (Collins)</b> to answer a question, e.g. <i>Would a dinosaur fit into our classroom?</i> Measure your doorway &amp; research dinosaur heights. You could plot the heights using border rolls up the wall.</p> <p><b>L5:</b> Follow chn’s interests in sharing further pages from one of the dinosaur non-fiction books. <i>Have we answered any more of our questions? Are there any other words which we could add to our vocabulary list?</i></p> <p>Week 2</p> <p><b>L1:</b> Read <i>The Dirty Great Dinosaur</i>. Discuss what happens in this story and if chn think the dinosaur sounds like a real dinosaur or a storybook one? Use explicitly the terms ‘beginning’, ‘middle’ and ‘ending’ in your discussion.</p> <p><b>L2:</b> Share <i>Linus the Vegetarian T. Rex</i>. What happened in the beginning, middle and ending? What was surprising about the dinosaur?</p> <p><b>L3:</b> Share <i>Saturday Night at the Dinosaur Stomp</i>. Pick out some of the movement words. Can chn ‘plod’, ‘bounce’ or ‘amble’ etc.? What might a dinosaur dance be like?</p> <p><b>L4:</b> Share <i>Gigantosaurus</i> stopping at points to ask chn to predict what might happen next. What did they think had happened to Bonehead at the end? Why did the other dinosaurs not eat them? (herbivores)</p> <p><b>L5:</b> Share chn’s favourite dinosaur story. What makes it their favourite?</p>				
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<p><b>R3.5b: Labels, captions and simple report sequences:</b> Animal Lifecycles</p> <p><b>Required text:</b> <b>The Very Hungry Caterpillar,</b> <b>Tadpole’s Promise,</b> <b>Caterpillar to Butterfly by National Geographic Kids</b></p>	<p>4</p>		<p>-40-60 &amp; ELG</p> <ul style="list-style-type: none"> <li>- Read and understand simple sentences.</li> <li>-Use vocabulary influenced by experience of books</li> <li>- Use phonics to read and write words.</li> <li>- read irregular words</li> </ul>	<p>- 40-60 &amp; ELG</p> <p>-</p> <p>Write labels and captions.</p> <ul style="list-style-type: none"> <li>-Write simple sentences.</li> <li>-Write some words spelt correctly.</li> </ul> <p>Use phonics to write simple words</p> <ul style="list-style-type: none"> <li>- Write some irregular words</li> <li>-Write labels and captions.</li> <li>-Write simple sentences.</li> </ul>	<p>-40-60 &amp; ELG</p> <ul style="list-style-type: none"> <li>- Extend vocabulary</li> <li>- Listen to stories, ... respond to what they hear with relevant comments, questions or actions.</li> <li>-Respond with relevant comments</li> <li>- Understand humour...</li> <li>-Listen to stories, anticipating key events and respond with relevant comments, questions or actions.</li> <li>-Develop narratives and explanations by connecting ideas or events.</li> </ul>	
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**Term 3.2 – 6 weeks**

<p>Shared reading:</p> <p><b>Wk 1</b> <b>Duck in the Truck by Jez Alborough</b> L1- Play rhyming odd one out game (twinkl resources) L2- Collect boxes of different sizes (from families and school) children make own monster truck.</p> <p><b>Wk2</b> <b>Mr Gumpys Motor Car</b> L1- I can label a car L2- I can design my own motor car</p> <p><b>Wk3</b> <b>Naughty Bus</b> L1- I can create my own bus L2- I can write about my experiances of being on a bus</p> <p><b>Wk4-</b> <b>If I built a car by Chris Van Dusen</b> L1- children write their experience of riding in a car. L2- children label each part of the car</p> <p>Wk 5 <b>Oi! Get off our train</b> L1- Label a train L2- Decorate own train</p> <p>Wk6 <b>Brilliant boats Brilliant</b></p>	<p>Consolidation of letter formation</p>
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Date Palm Primary School Foundation– Literacy Scheme of Work (reception) – 2024/2025

L1 – Design your own boat L2 - Draw pictures on what you would take on a boat						
Wk7 L1-						
Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p><b>R.6a</b> <b>Lists, Maps and Recounts- Transport &amp; Travel</b></p> <p><b>Required text:</b> <b>You can't take an elephant on a bus, Mrs. Armitage, The Hundred Decker Bus, This Is the Way We Cross the Road, Biking</b></p>	5	<p><b>Imitation</b> <b>Week 1 - Poetry/Rhyme of the Week: Biking by Judith Nicholls</b> L1- Hook - Display a collection of transport toys, e.g. car, train, boat, bicycle, taxis, motorbike. Identify them. Discuss specialised forms of transport, e.g. ambulance, lifeboat, mobility scooter – Set up a large road-track provide bikes and scooters in outside area and chn to have the opportunity to play and explore- Learn story map with gestures and actions(You cant take an elephant on a bus) L2-- warm up activity using vocabulary - Cold task- chn to write about their experience riding a bike/scooter or travelling on a bus/train. L3- chn to perform the story map with actions and gestures (You cant take an elephant on a bus) - Provide plates with brightly colour paint and a range of wheeled transport toys. Chn dip the wheels into the paint and run them across sheets of paper. L4- chn to perform the story map with actions and gestures (You cant take an elephant on a bus) Enjoy Mrs. Armitage on Wheels. Stop before the final page. Suggest alternative forms of transport for Mrs. Armitage. Select the best idea. Finally, read and enjoy the remainder of the story. Ask chn to identify how they mainly travel to school. Write ideas in a vertical list on the w/board. Read each suggestion and invite chn to raise their hand if it applies to them. Count the hands and display the data as a tally next to each suggestion. Ask questions to help interpret the data, e.g. What is the most and least popular form of transport? L5- Share Mrs. Armitage on Wheels Identify each problem Mrs. Armitage solves. Discuss the improvements the chn would make to their bikes/scooters, e.g. MP3 player, TV, seat for teddy - Show a range of transport toys that indicate how chn travel to school, e.g. car, scooter, bicycle. Identify which are the most eco-friendly, i.e. cause the least harm to the environment. Generate ideas that would help more chn travel to school using an eco-friendly form of transport. Week 2 Reading as a reader L1-- warm up activity using vocabulary- Chn perform the story map through gestures and actions - Chn make a bus from construction toys and measure its length using non-standard units, e.g. unifix cubes, shoes</p>	<ul style="list-style-type: none"> <li>- Read and understand simple sentences</li> <li>-Use phonic knowledge to decode words and read irregular words.</li> <li>-Show understanding of reading</li> <li>- Read some common irregular words</li> <li>-Demonstrate understanding when talking about reading</li> </ul>	<ul style="list-style-type: none"> <li>- Write simple sentences</li> <li>-Use phonics to write words</li> <li>-Spell words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to stories, accurately anticipating key events</li> <li>-Respond with relevant comments</li> <li>-Express themselves effectively</li> <li>- Listen attentively in a range of situations</li> <li>-Answer “how” and “why” questions about experiences and in response to stories or events</li> <li>-Express themselves effectively</li> <li>-Develop their own narratives</li> </ul>	

	<p>L2- Read You Can't Take an Elephant on the Bus. Select pages to read aloud. Identify pairs of rhyming words. Create rhyming strings, e.g. seal, heal, wheel. Notice the end sound is the same. Relish the illustrations and amusing scenarios. Invite chn to select their favourite and to use because to provide a reason for their opinion, e.g. a whale riding a bike because it is funny to see something so big on something so small!</p> <p>L3- - Read You Can't Take an Elephant on the Bus and chn answer comprehension questions using blank level questioning. Reading as a writer</p> <p>L4- Substitute the animals and the transport in the story You Can't Take an Elephant on the bus. orally composing additional humorous suggestions, e.g. A caterpillar can't ride in a canoe or A seagull can't trot on a horse. Demonstrate writing the best ideas, remembering to use appropriate punctuation.</p> <p>L5- Alternative ending for the story – chn think of the best vehicles for animals.</p> <p>Week 3 Innovation/Implementation</p> <p>L1-- warm up activity using vocabulary provide chn pictures of animals and different transport pictures - chn make silly sentences using both to explain why a certain animal is unable to ride a specific form of transport using distinctive features of the animal.</p> <p>L2- Shared writing using box it up to plan two new animal and transport sentence</p> <p>L3- Guided writing Chn write a rhyming sentence, that includes because, to explain why a certain animal is unable to ride a specific form of transport, e.g. An ant can't ride on a bus because with tiny legs it would ca use a terrible fuss.</p> <p>L4-. Chn write a correctly punctuated sentence to explain why a particular animal cannot ride on a specific form of transport</p> <p>L5- Chn include illustrations to include with the sentence and perform this to the class.</p> <p>Week 4</p> <p>L1- Show an empty suitcase. Fill it with summery clothes, i.e. shorts, sun hat, t-shirt etc. Ask chn to guess your holiday destination. Help them to provide reasons for their ideas, e.g. It will be hot because you have shorts. Next, chn share places they have been on holiday – specific places or generic locations. Help them identify what they packed and took with them.</p> <p>Compare/contrast preparing for long/short journeys – Chn bring in photos or souvenirs of trips they have been to show the class.</p> <p>L2- Read The Hundred Decker Bus. Enjoy the story. Notice the different locations the bus journeys to. Identify how/why the bus changes at different stages in the story. Discuss favourites.</p> <p>L3 – Display the map from The Hundred Decker Bus (p13-14). Notice it is a stylised aerial view. Identify each location. Help chn</p>				
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		<p>to select and sequence three different places the bus journeyed to - Create a large simple map of the school or the local park. Identify each section and use phonics and HFWs to label it correctly, e.g. art tables, book corner OR slide, tree, flowerbed etc.</p> <p>L4- Provide a range of junk modelling materials. Chn make a wheeled form of transport that will roll down a ramp.</p> <p>L5- Unfold the 100-decker bus (p.22). Count the decks and discuss. Then, discuss and sequence which decks chn would like to visit and why, e.g. First, I would go to the pool because...</p> <p>Week 5</p> <p>L1- Display a map of the school or a road map. Say the chn will be the voice of the SATNAV and direct a toy bus around the map. Help chn share their ideas, e.g. At the end of the road stop. Repeat several times.</p> <p>L2- Chn go on a journey using the bus to go to the park</p> <p>L3- Chn write a recount of a journey, either real or imagined, taken by a toy bus using writing frames.</p> <p>L4- Continue writing a recount of a journey taken by a bus.</p> <p>L5- perform the poem - This Is the Way We Cross the Road</p>				
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