

**Spring Meadow Infant and Nursery School**  
**Long Term English Curriculum Overview – Reception - Topic Cycles A and B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic Cycle A	<b>Me and my family</b>	<b>Let's Celebrate (Fireworks, Diwali and Christmas)</b>	<b>Hot and Cold</b>	<b>Out and about (my town, farms, zoo etc.)</b>	<b>Big and Small</b>	<b>The Island</b>
Cycle 1 Wows	<b>Wow week – Food and harvest</b>	<b>Wow week – Christmas crafts</b>	<b>Wow week – Scientists</b>	<b>Wow week – Muddy puddles!</b>	<b>Wow week – Amazing animals</b>	<b>Wow week – Splash splash splosh!</b>
Experiences	Baking bread Making soup Mooncake festival	Diwali party with food and decorations Christmas play Christmas crafts – visiting artist	Being a scientist - Ice experiments, hot and cold investigations Visit to Cathedral – Light and colour trail	Mud play – mixing, painting, sculpting Forest School day Using simple maps	Visit South Angle Farm – all kinds of animals Drawing maps	Pirate day
Cycle 1 Key Texts	So Much – Trish Cooke Zaza's Baby Brother – Lucy Cousins Harry's Home – Catherine and Laurence Anholt Peace at Last – Jill Murphy A Big Mooncake for Little Star by Grace Lin Dim Sum for Everyone by Grace Lin	Tap the magic tree Firework poetry Non-fiction books about Diwali Chapatti Moon My Mum's Sari Mog's Christmas My Penguin Osbert Kipper's Christmas Eve	Wow said the owl Where Bear? How to catch a star Long way home	Going on a Bear hunt/Bear in the cave Alfie's feet Mr Gumpy's Outing Yucky worms	How to hide a lion/How to hide a lion at school Can't take an elephant on a bus Aaaarghh spider What the Ladybird Heard	New home for pirate Where the wild things Grandad's Island 10 little pirates
Topic Cycle B	<b>Once upon a time (traditional tales)</b>	<b>Let's Celebrate (Fireworks, Diwali and Christmas)</b>	<b>Up in the Sky Passports, visiting different countries</b>	<b>Author Focus – Julia Donaldson</b>	<b>Let's Grow</b>	<b>The Castle – (Fairytales, princesses, dragons etc)</b>
Cycle 2 Wows	<b>Wow week – baking and cooking</b>	<b>Wow week – Christmas crafts</b>	<b>Wow week – Being explorers</b>	<b>Wow Week – Book week</b>	<b>Wow week – Gardening week</b>	<b>Wow week – Fairytales</b>
Experiences	Making soup Baking gingerbread people	Visit from theatre group – traditional tale	<b>Chinese New Year celebration – food, music, dancing Explorer role-play Finding out about different places Visit to Duxford air museum</b>	Visit from story teller – Marriane or visit from theatre group/Author Walk to library Dress up story day Family story event	Growing seeds Watering Observing and recording Photos of us as babies and now Visit to South Angle Farm – how to animals grow and change?	Dress-up royal fairy tale day Castle building – giant boxes Story telling using fairy tale characters
Key Texts	The Gingerbread Man Goldilocks and the Three Bears Three little pigs The magic porridge pot Little Red Hen Enormous Turnip	Tap the magic tree Birthday story Firework poetry Non-fiction books about Diwali My Mum's Sari Mog's Christmas My Penguin Osbert Kipper's Christmas Eve	Chinese New Year - The runaway wok Cleversticks Bringing in the new Year – Grace Lin Emma Jane's Aeroplane	The Everywhere Bear The Gruffalo Detective Dog	Big – Tim Hopgood The new small person – Lauren Child The Very Hungry Caterpillar – Eric Carle Growing Frogs Fox's Year – Edythe Wojcik (Polish)	Jack and the Beanstalk The Frog Prince The Princess and the Pea There is no dragon in this story Daisy and the knights George and the dragon 10 little princesses

**Communication and Language – in our Reception year the children will be learning to...**

Understand how to listen carefully and why listening is important.

Learn new vocabulary. Use new vocabulary through the day and in different contexts

Ask questions to find out more and to check they understand what has been said to them.

Develop social phrases

Connect one idea to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen. Articulate their thoughts in well-formed sentences

Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell stories once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes poems and songs

Engage in non-fiction books. Listen to and talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

**Physical Development – in our Reception year the children will be learning to...**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Give opportunities to develop upper arm and shoulder strength and stability and core strength to enable children to be successful with fine motor skills.)

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Develop the foundations of a handwriting style which is fast, accurate and efficient (draw freely, guided drawing, teaching letter formation and pencil grip in phonics sessions and other opportunities)

**Literacy – in our Reception year the children will be learning to...**

Children will bring home a reading book to share once they are able to blend simple words and the book will match the letter sound correspondences that they have learnt, for practise at home.

Autumn SW unit 1-9

Read individual letters by saying the sounds for them.  
(Help children to read the sounds speedily, this will make sound-blending easier. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.)

Ask children to work out the word you say in sounds: for example, h-a-t hat. Show how to say sounds for the letters from left to right and blend them

Read and spell a few common exception words matched to the school's phonic programme (each unit has specific sight words to learn)

Handwriting: We will teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. Form lower-case and capital letters correctly.

In their writing children will be encouraged to spell words by identifying the sounds and then writing the sound with letter/s.

Spring 1  
(As Autumn)  
SW unit 9-11

Spring 2  
SW Ext code first vowel sounds ai and ee  
Read some letter groups that each represent one sound and say sounds for them.

Summer 1  
SW Ext code first vowel sounds ai and ee and begin to consolidate Unit 9-11 and Ext code

Summer 2  
SW consolidate Unit 9-11 and Ext code

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Form the complete sentence orally before writing and try to memorise the sentence before writing by repeatedly saying it aloud. Re-read what they have written to check that it makes sense.

