



Topic	Main books	Writing Outcomes	Vocab Focus/ speaking focus																																				
'All About Me' Why Am I special?	So Much Trish Cooke	<p>(Birth to Three)</p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p>Gross and fine motor activities.</p> <p>Free mark making opportunities both indoors and outdoors.</p> <p>Using mark making tools to draw, paint and write about themselves, family, things they enjoy etc.</p> <p>Writing labels for body parts, shopping lists.</p>	Vocab Focus:																																				
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Speaking Focus: (Birth to Three) Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.																																							
<ul style="list-style-type: none"> Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. 																																							
<ul style="list-style-type: none"> Understand simple questions about 'who', 'what' and 'where' (but generally not why) 																																							

<p>‘Stories’</p> <p>What is my favourite story?</p>	<p>Goldilocks and the three bears.’ Who had the biggest bowl? Comparing sizes and learning the relevant vocabulary.</p> <p>‘The Gingerbread man.’ Can you retell the story in your own words?</p> <p>The Three Little Pigs.’</p> <p>Whose house was the strongest and why?</p>	<p>(Birth to Three)</p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. <p>Writing the ingredients to make a gingerbread man.</p> <p>Writing labels for ingredients.</p> <p>Drawing a picture from the story and making marks to represent writing.</p> <p>Free mark making opportunities.</p> <p>Using various mark making tools.</p>	<p>Vocab Focus:</p> <table border="1"> <tr> <td>Big</td> <td>Forest</td> <td>Mixing</td> <td>Pigs</td> </tr> <tr> <td>Medium</td> <td>Numbers</td> <td>Pouring</td> <td>Wolf</td> </tr> <tr> <td>Small</td> <td>Gingerbread man</td> <td>Patting</td> <td>Straw</td> </tr> <tr> <td>Bears</td> <td>Flour</td> <td>Rolling</td> <td>Sticks</td> </tr> <tr> <td>Porridge</td> <td>Sugar</td> <td>Cutting</td> <td>Bricks</td> </tr> <tr> <td>break</td> <td>milk</td> <td>decorating</td> <td>strong</td> </tr> </table>				Big	Forest	Mixing	Pigs	Medium	Numbers	Pouring	Wolf	Small	Gingerbread man	Patting	Straw	Bears	Flour	Rolling	Sticks	Porridge	Sugar	Cutting	Bricks	break	milk	decorating	strong
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<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. 																														
<p>‘Transport’</p> <p>Where would you like to travel to?</p>	<p>Wheels on the bus. Where are you going on the bus?</p> <p>The Train Ride-Trains Who are you going with?</p>	<p>(Three to Four years)</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately 	<p>Vocab Focus:</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 																											

	Mr.Gumpy's outing.		
'Amazing Animals' How are animals different to each other or the same?	Old Macdonald had a Farm What animals live on a farm? Dear Zoo Who would you like to visit you from the zoo? Why?	Three to Four years) <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately Shopping list for Handa Retelling the story of Handa's Surprise Animal Fact file Labelling animals	Vocab focus: Animal names (various) jungle Animal food (various_ walk different fly small tusks pond movement Big/large hooves farm fast swim medium paws wings slow pet tail ears beaks crawl vet trunk feathers slither care fur whiskers slide similar zoo Animal sounds (various) Speaking Focus: <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
'Seaside' What do you enjoy doing at the seaside?	Little Bean's Holiday Ladybird at the Seaside	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately <ul style="list-style-type: none"> - Write a postcard - Labelling seaside objects 	Vocab focus: sea Swimming costume Seaweed Light house sand Rubber rings waves binoculars bucket armbands Swimming trunks Sun umbrella spade sunglasses picnic boat shells Sun cream beach holiday sandcastle Sun hat Beach ball Sun ice-cream float pebbles wind swimming Sea creatures- various surfing Speaking Focus: <ul style="list-style-type: none"> Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"

<p>'Minibeasts'</p> <p>Why do we need to look after our mini beasts?</p>	<p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Incy Wincy Spider</p> <p>Bees – Facts about Bees</p>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately <ul style="list-style-type: none"> - Create a minibeast/bee factfile - Labelling foods from the Hungry Caterpillar story. 	<p>Vocab Focus:</p> <p>ant worm Slug shell hive</p> <p>Bee Dragonfly Ladybird feelers cocoon</p> <p>Bugs Fly Insects Honey</p> <p>Butterfly Grasshopper abdomen Pollen</p> <p>Caterpillar Spider Legs slither</p> <p>centipede Snail thorax antennae</p> <p>Speaking Focus:</p> <ul style="list-style-type: none"> • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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