








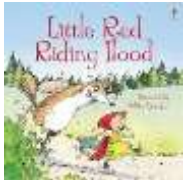



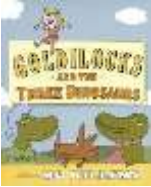

Year Rec Overview: 2022 – 2023

## Autumn Term

Autumn 1 – 7 Weeks    Autumn 2 – 8 Weeks



Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Aul (1 week)	Baseline and settling	n/a	n/a	n/a	n/a	n/a	n/a
Aul (1 week per rhyme)	<p>Jack and Jill </p> <p>Incy Wincy Spider </p> <p>Baa Baa Black Sheep </p> <p>Hickory Dickory Dock </p> <p>Humpty Dumpty </p> <p>Heads, shoulders, knees and toes </p>	Fiction (Nursery Rhyme) characterisation	<p>Characterisation Toolkit:</p> <ul style="list-style-type: none"> <li>-Orally compose short sentences about a character from rhymes.</li> <li>-Orally use adjectives to describe characters actions; or character.</li> <li>- Give your character a problem (What do they struggle with?)</li> <li>- Collect a bank of characters from reading.</li> <li>- Discuss how characters might feel.</li> <li>- Find clues from the text and images.</li> <li>- Role play scenes in stories.</li> <li>- Draw characters on a story map.</li> </ul>	<p>C &amp; L:</p> <ul style="list-style-type: none"> <li>- Children listen attentively in a range of situations.</li> <li>- Give attention to what others say and respond appropriately.</li> <li>- Answer 'how' and 'why' questions in response to stories and events.</li> <li>- Children express themselves effectively, showing an awareness of listeners needs.</li> <li>- Use past present and future forms accurately.</li> <li>- Form their own narratives by connecting ideas and events.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Children hold their pen/pencil with a comfortable grip.</li> <li>- As children's mark making develops they make an increasingly number of small movements to form clearly identifiable letters.</li> </ul>	Develop a shared/group rhyme that amends on the original. (who can we change, what is the new problem)	n/a – Shared innovation to begin.	

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Au2 (2 Weeks)	Three Little Pigs 	Fiction Traditional Tale Description	Description Toolkit: <ul style="list-style-type: none"> <li>- Look attentively and talk about new experiences (3 pigs leaving the house for the first time, relate to their own experiences)</li> <li>- Use adjectives to describe what characters in images look like</li> <li>- Use all sense to describe look, touch, taste and smell.</li> <li>- Use powerful verbs to describe movement (crept instead of walked)</li> <li>- Carefully draw and paint set pieces.</li> <li>- Constant modelling of descriptive language by adults.</li> <li>- Lots of guided discussion, focussing on word gathering.</li> </ul>	C & L: <ul style="list-style-type: none"> <li>- Children listen attentively in a range of situations.</li> <li>- Give attention to what others say and respond appropriately.</li> <li>- Answer 'how' and 'why' questions in response to stories and events.</li> <li>- Children express themselves effectively; showing an awareness of listeners needs.</li> <li>- Use past present and future forms accurately.</li> <li>- Form their own narratives by connecting ideas and events.</li> </ul> Writing: <ul style="list-style-type: none"> <li>- Children hold their pen/pencil with a comfortable grip.</li> </ul>	3 little penguins and the polar bear (innovated following the story pattern)	Own 3 little ... changing characters. (story map) attempting some key words where possible.	Three Little Pigs
Au2 (2 Weeks)	Little Red Riding Hood 	Fiction Traditional Tale Setting	Setting Toolkit: <ul style="list-style-type: none"> <li>- Draw maps showing setting from little red riding hood to grandma's house (each step of the journey) (Story 'floor maps' – can then use on small world)</li> <li>- Create a simple story map on which the main character goes from setting to setting.</li> <li>- Select from a ban of photographs and images of settings to help you.</li> <li>- Describe settings where something might happen – eg' bridge, forest, old house.</li> <li>- Use adjectives such as 'dark' 'gloomy' and similes to describe settings (talk not write – shared by adult)</li> </ul>	<ul style="list-style-type: none"> <li>- As children's mark making develops they make an increasingly number of small movements to form clearly identifiable letters.</li> <li>- Write familiar words such as their name.</li> <li>- Ask children to work out the word you say in sounds eg: h – a –t (hat)</li> <li>- Begin to form taught lowercase and capital letters correctly (formation taught as they learn the sounds for each letter – using a memorable phrase)</li> </ul>	Different character; different setting. (Big muddy swamp – baby hippo goes to visit grandma hippo – unfortunately there is an alligator.	Simple journey story with key words. (Will need additional adult support)  With daily deliberate practise; children are able to write lists, labels and captions that are phonetically plausible.	Little Red Riding Hood

			- Dramatize to help children imagine being in settings and describing them.				
Au2 (2 Weeks) +1 EXT for extra text	Goldilocks and the 3 bears    (Goldilocks and the 3 dinosaurs)  	Fiction Traditional Tale Dialogue	Dialogue toolkit - Think about how the character feels - Use powerful speech verbs - Use 'said' + adverb ('Said quietly') - Identify who is talking - Look at conventions of dialogue (he shouted, he called, they whispered, she mumbled, Simon screamed) - Use only a few exchanges		Demonstrate Goldilocks and the 3 dinosaurs to show how an innovation can happen.	2 boxes with lines representing speech bubbles (chn can draw own characters for who is talking) – represent speech.	Goldilocks and the 3 bears  (Goldilocks and the 3 dinosaurs)
Au2 (1 Week)	Christmas Performance  	Non-fiction Recount Performance	As children gain confidence children express themselves in different ways by performing songs and actions (for example in The Nativity in front of their peers and adults) - Develop confidence to perform in front of larger groups. - Begin to put actions to movement and music; performing as a group or whole class.		Pat of class performance of The Nativity.	Take part in the Reception Nativity.	Christmas Performance

## Spring Term

Spring 1 – 6 Weeks    Spring 2 – 5 Weeks

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Spl (2 Weeks)	Six Dinner Sid (Vets)  	Non-fiction Report	Report Toolkit: <ul style="list-style-type: none"> <li>- Look at audience; who are we writing to.</li> <li>- Look at present tense writing.</li> <li>- Detail; look at adding technical detail.</li> <li>- Present information that is easy to find and understand.</li> <li>- Include facts</li> <li>- Look at introductory statements that bring the reader into wanting to read a bit more (Is your dog ill? If so, come to the vets)</li> <li>- Role play vets</li> <li>- Hot seating of a VET</li> </ul>	C&L: <ul style="list-style-type: none"> <li>- Identify new vocabulary before planning activities.</li> <li>- Use new vocabulary through the day.</li> <li>- Articulate thoughts and ideas in well formed sentences.</li> <li>- Use new Vocabulary in different contexts.</li> <li>- Engage in non-fiction books</li> <li>- Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> Writing: <ul style="list-style-type: none"> <li>- Ask children to work out the word you say in sounds eg: h – a –t (hat)</li> <li>- Begin to form taught lowercase and capital letters correctly (formation taught as they learn the sounds for each letter – using a memorable phrase)</li> <li>- Spell words by identifying the sounds and then writing the sounds with letters.</li> <li>- Children write and mark make during CP; holding pens and pencils with a tripod grip.</li> <li>- Introduce finger spaces full stops and capital letters.</li> </ul>	Shared information leaflet on vets; deciding what information is important to use; and what is not to convey a clear message.	Present a poster on how the vet helps us.	
Spl (2 Weeks)	Rumble in the Jungle  	Non-Fiction Report	Report Toolkit: <ul style="list-style-type: none"> <li>- Look at audience; who are we writing to.</li> <li>- Look at present tense writing.</li> <li>- Detail; look at adding technical detail.</li> <li>- Present information that is easy to find and understand.</li> <li>- Include facts</li> <li>- Look at introductory statements that bring the reader into wanting to read a bit more</li> <li>- Discuss why informing is important</li> <li>- Small world scenes from the text</li> <li>- Use hats, costumes and puppets to retell different scenarios</li> </ul>	<ul style="list-style-type: none"> <li>- Ask children to work out the word you say in sounds eg: h – a –t (hat)</li> <li>- Begin to form taught lowercase and capital letters correctly (formation taught as they learn the sounds for each letter – using a memorable phrase)</li> <li>- Spell words by identifying the sounds and then writing the sounds with letters.</li> <li>- Children write and mark make during CP; holding pens and pencils with a tripod grip.</li> <li>- Introduce finger spaces full stops and capital letters.</li> </ul>	Shared information poster in the form of a report providing information on an animal.	Present a poster giving information on a jungle animal of their choice.	

Spl  
(2 Weeks)

Handa's Surprise


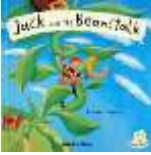



Non-Fiction  
Dialogue  
(What might  
Handa and an  
animal say to  
each other?)

Dialogue toolkit:  
- Think about how the character  
feels  
- Use powerful speech verbs  
- Use 'said' + adverb ('Said quietly')  
- Explore how characters' use speech  
- Identify who is talking  
- Look at conventions of dialogue (he  
shouted, he called, they whispered, she  
mumbled, Simon screamed)


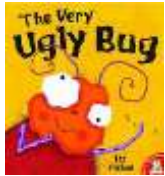

Team teach  
opportunity – Role  
play then record  
what an exchange  
might look like

Dialogue – To write an  
exchange between Handa and  
an animal

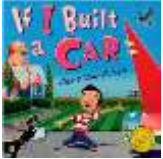


Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Sp2 (2 Weeks)	Jasper's Beanstalk 	Non-Fiction Character Description	Instruction Toolkit: - Clear informal language incorporating the use of 'bossy' verbs (imperative) (Sentence structure – commands) - Keep sentences in section steps brief and clear - Technical language if possible - Read instructions aloud, check for accuracy and prove if they don't sound right. - Write in the present tense - Add in diagrams and pictures	C&L: - Identify new vocabulary before planning activities. - Use new vocabulary through the day. - Articulate thoughts and ideas in well-formed sentences. - Use new Vocabulary in different contexts. - Engage in non-fiction books - Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Modify the object (from bean to something else) – Do this a shared piece – from the mistakes made by Jasper discuss with children how to do this in the correct sequence. (Step by step with what went wrong)	Create own character for the story – providing description for detail.	
Sp2 (2 Weeks)	Jack and the Beanstalk 	Fiction Settings	Setting Toolkit: - Draw maps showing different settings. - Create simple stories in which main character goes from setting to setting. - Choose and discuss scary setting where something might happen. - Use a range of interesting adjectives and similes to describe settings (adult directed). - Use images of places and describe these; imagining the story happening. - Re-enact the story with children - Dramatise to help children imagine being in different settings and describing them. - For display; collect images of different settings (castle, lake, etc)	Writing: - Ask children to work out the word you say in sounds eg: h – a –t (hat) - Begin to form taught lowercase and capital letters correctly (formation taught as they learn the sounds for each letter – using a memorable phrase) - Spell words by identifying the sounds and then writing the sounds with letters. - Children write and mark make during CP; holding pens and pencils with a tripod grip. - Introduce finger spaces full stops and capital letters.	Change the plant, change the destination at the top of the cloud.	Demonstrate the innovation.	
Sp2 (1 Week)	School Trip 	Non-Fiction Recount Write	Recount Toolkit: - Audience (someone who wants to know what happened) - Past tense - Chronological ordering		Story Map their trip together as a shared piece.	Write a recount of the trip.	

## Summer Term

Summer 1 – 6 Weeks      Summer 2 – 7 Weeks

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Sul (2 Weeks)	What the ladybird heard 	Non-fiction Dialogue	Dialogue toolkit: - Think about how the character feels - Use powerful speech verbs - Use 'said' + adverb ('Said quietly') - Explore how characters' use speech - Identify who is talking - Look at conventions of dialogue (he shouted, he called, they whispered, she mumbled, Simon screamed)	C&L: - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Engage in non-fiction books. - Listen carefully to rhymes and songs, paying attention to how they sound. - Use new vocabulary in different contexts.	Own farmyard story map of the events with speech points on the journey.	Speech caption for what the ladybird says. (EXT: & other characters)	
Sul (2 Weeks)	The very ugly bug 	Fiction Characterisation	Characterisation Toolkit: Discuss how characters feel; and find clues in text and images - Invent new characters together - Discuss dilemmas for characters - Notice, collect and use descriptive language. - Draw characters on a story map - Collect a bank of characters from reading	- Listen to and talk about stories to build familiarity and understanding.  Writing: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	The very ---- Create a shared character and story with a dilemma to solve	Write own story with a dilemma.	
Sul (2 weeks)	Billy's Beetle 	Fiction Setting	Setting Toolkit: - Draw maps showing setting -(Story 'floor maps' – can then use on small world) - Create a simple story map on which the main character goes from setting to setting. - Select from a bank of photographs and images of settings to help you. - Describe settings where something might happen	- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	'My' beetle	Own setting journey story (based on the innovation)	



Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Su2 (2 Weeks)	If I built a car 	Fiction Descriptive or Imaginative Writing	Description Toolkit - Use powerful verbs to describe the quality of movement 'glides, drove, skids' etc - Use all the senses to discuss and describe – look, touch, hear, smell. - Look carefully at images & objects. - Use adjectives to say what images and objects look like.	C&L ELG: - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Engage in non-fiction books. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Create and label own vehicle – then take it on a journey.	'If I built a boat' – Own descriptive creation	
Su2 (2 Weeks)	Seaside things Maureen Warner 	Non-fiction Poetry (senses poem)	Poetry Toolkit: - Collect interesting descriptive words, adjectives - Constant use of descriptive language by adults - Collect banks of adjectives, powerful words and similes - Watch poetry being performed	Writing ELG: - Spell words by identifying the sounds and then writing the sound with letter/s. - Form lower-case and capital letters correctly. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.	Own performed short poem of what you can do at the seaside	Write a senses poem of being at the seaside.	
Su2 (2 Weeks)	Sharing a Shell 	Fiction Setting	Setting Toolkit: - Draw maps showing setting - (Story 'floor maps' – can then use on small world) - Create a simple story map on which the main character goes from setting to setting. - Select from a ban of photographs and images of settings to help you. - Describe settings where something might happen - Use adjectives such as 'dark' 'gloomy' and similes to describe settings (talk not write – shared by adult)	PD ELG: - 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.	Develop, describe and label a new setting for a character to go on an adventure in.	Change the item and go on a journey; focussing on the setting you travel to.	

