

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
Reception**

English – Annual Overview of Learning

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Autumn Term

Unit 1: Rhyming Stories

Key texts: Hippo has a Hat – Julia Donaldson, The Gruffalo – Julia Donaldson (Fiction)

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip. Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.) Be able to form the letters of their name in the correct cursive style. Learn to form all the graphemes taught during phonics lessons in the correct cursive style. Be able to segment CVC words in order to write them down. Write their own labels and captions for pictures and story maps.</p>	<p>Be able to read their own name. Listen attentively to stories and non-fiction texts. Become familiar with stories by Julia Donaldson and Judith Kerr. Join in with patterned language in familiar stories. Be able to say the sounds for the following graphemes (lower case) – s a t p l n m d Know that when we read we go from left to right. Be able to blend CVC words independently. Be able to read simple phrases made up of words with known GPC's.</p>	<p>Begin to notice capital letters, finger spaces and punctuation marks in books and print in the environment.</p>	<p>Understand why listening is important. Know what good listening looks like. (Look at the speaker, be still, think about what is being said) Be able to listen attentively when others are speaking. Understand that they need to put their hands up to speak in a large group situation. Be able to listen in a non-reciprocal way during assembly times. Learn and use new vocabulary. Begin to understand what a question is. Be able to answer who, where and when questions. Speak to others in an audible voice during circle times. Articulate their ideas and thoughts in full sentences. Be able to use social phrases eg. "Good morning" "Please" "Thank you!" Listen attentively to stories and non-fiction texts. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into their play.</p>

Unit 2: Traditional Tales**Key texts: Little Red Riding Hood, The Three little Pigs, Cinderella, The Gingerbread Man (Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form the letters of their name in the correct cursive style.</p> <p>Learn to form all the graphemes taught during phonics lessons in the correct cursive style.</p> <p>Be able to segment CVC words in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps.</p> <p>Write simple lists.</p> <p>Write cards and invitations to each other and family members.</p>	<p>Be able to read their own name.</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson and Judith Kerr.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to say the sounds for the following graphemes (lower case) – s a t p l n m d g o c k c k e u r h b f l.</p> <p>Know that when we read we go from left to right.</p> <p>Be able to blend CVC words independently.</p> <p>Be able to read the tricky words – is, I, the</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Begin to notice capital letters, finger spaces and punctuation marks in books and print in the environment.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to listen in a non-reciprocal way during assembly times.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Introduce a storyline or narrative into their play.</p>

Unit 3: Toys**Key texts: Kipper's Toy Box - Mick Inkpen (Fiction) , Robots - Roger Stevens (Poem)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form the letters of their name in the correct cursive style.</p> <p>Learn to form all the graphemes taught during phonics lessons in the correct cursive style.</p> <p>Begin to form capital letters correctly.</p> <p>Be able to segment CVC words in order to write them down.</p> <p>Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to say the sounds for the following graphemes (lower case) – ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Know that when we read we go from left to right.</p> <p>Be able to blend CVC words independently.</p> <p>Be able to read words ending in /s/ eg cats, pigs</p> <p>Be able to read the tricky words – put, pull, full, as, and, has, his, her</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use full stops at the end of a sentence.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to listen in a non-reciprocal way during assembly times.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Begin to answer why and how questions</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p>

Unit 4: Christmas

Key texts: The Jolly Postman – Janet and Allen Ahlberg (Fiction)

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form the letters of their name in the correct cursive style.</p> <p>Learn to form all the graphemes taught during phonics lessons in the correct cursive style.</p> <p>Begin to form capital letters correctly.</p> <p>Be able to form the letters of their name in the correct cursive style.</p> <p>Learn to form all the graphemes taught during phonics lessons in the correct cursive style.</p> <p>Be able to segment CVC words in order to write them down.</p> <p>Write Christmas cards to each other and family members.</p> <p>Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons.</p> <p>To know about the key features of a letter – dear (name), message on a new line, from (name)</p> <p>Write a letter from Baby Bear to Santa.</p> <p>Write letters to their friends and family in the Jolly Post Office Role Play Area.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to say the sounds for the following graphemes (lower case) – ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Know that when we read we go from left to right.</p> <p>Be able to blend CVC words independently.</p> <p>Be able to read words ending in /s/ eg cats, pigs</p> <p>Be able to read the tricky words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words – I, the, to, mummy, daddy, love, from</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to listen in a non-reciprocal way during assembly times.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Begin to answer why and how questions</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Introduce a storyline or narrative into their play.</p> <p>Be able to take part in a Christmas Carol Concert for parents, speaking their lines clearly and joining in with songs and actions.</p>

Spring Term

Unit 1: Dinosaurs

Key texts: Information Books about Dinosaurs (Non Fiction) , Harry and the Bucketful of Dinosaurs – Ian Whybrow (Fiction)

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps.</p> <p>Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Write factual sentences about dinosaurs.</p> <p>Write predictions about where Harry's dinosaurs went to - " They went to . . . "</p> <p>Use the word "and" to join ideas in a sentence.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Understand how information books are organised.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the names of the alphabet in order</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read the tricky words – was, you, they, my, by, all</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Begin to answer why and how questions</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. dinosaur expert or visitor at the Dinosaur Museum)</p>

Unit 2: Healthy Food**Key texts: Oliver’s Milkshake – Vivian French (Fiction), Smoothie Recipes (Non Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps.</p> <p>Write simple sentences supported by writing frames, using the GPC’s and tricky words taught in phonics lessons.</p> <p>Write simple lists eg. shopping lists, lists of smoothie ingredients</p> <p>Write Chinese New Year and Valentines cards to each other and family members.</p> <p>Know about the key features of a recipe – list of ingredients, what to do</p> <p>Write a recipe for a smoothie.</p> <p>Use the word “and” to join ideas in a sentence.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the names of the alphabet in order</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing the double letters dd, mm, tt, bb, rr, gg, pp, ff</p> <p>Be able to read the tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>Be able to read simple phrases/sentences made up of words with known GPC’s and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Begin to answer why and how questions</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. “Good morning” “Please” “Thank you!”</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. customer at the supermarket)</p>

Unit 3: Lunar New Year**Key texts: The Animals' Race - Story of the Lunar New Year (Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps.</p> <p>Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons.</p> <p>Write simple lists eg. food order in a restaurant</p> <p>Write Chinese New Year and Valentines cards to each other and family members.</p> <p>Use the word "and" to join ideas in a sentence.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the names of the alphabet in order</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing the double letters dd, mm, tt, bb, rr, gg, pp, ff</p> <p>Be able to read the tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where and when questions.</p> <p>Begin to answer why and how questions</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. waiter at the Chinese Restaurant)</p>

Unit 4: Animals**Key texts: Information books about Caring for Pets (Non fiction), What the Ladybird Heard – Julia Donaldson (Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps</p> <p>Write simple sentences using the GPC's and tricky words taught in phonics lessons.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Write instructions for looking after a pet.</p> <p>Write sentences using the patterned language from "What the ladybird heard"</p> <p>Use the word "and" to join ideas in a sentence.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read the tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. vet or pet owner at the Vet Surgery).</p>

Unit 5: Life Cycles**Key texts: Information books about Frogs (Non Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs in order to write them down.</p> <p>Write their own labels and captions for pictures and story maps</p> <p>Write simple sentences using the GPC's and tricky words taught in phonics lessons.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Write factual sentences about the life cycle of a frog.</p> <p>Write rhyming sentences based on the book "Oi frog!"</p> <p>Use the word "and" to join ideas in a sentence.</p> <p>Write Easter cards to each other and family members.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Understand how information books are organised.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in ing (eg. looking)</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read the tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Begin to leave spaces in between words when they write.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Begin to use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. vet or pet owner at the Vet Surgery).</p>

Summer Term

Unit 1: Plants

Key texts: Jasper’s Beanstalk – Nick Butterworth, Jack and the Beanstalk - Traditional, The Enormous Turnip – Traditional (Fiction)

<p align="center">Writing</p> <p>Including: Handwriting and Presentation</p>	<p align="center">Reading</p>	<p align="center">SPaG</p>	<p align="center">Speaking and Listening</p>
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs and adjacent consonants in order to write them down.</p> <p>Write their own labels and captions for pictures.</p> <p>Write simple sentences using the GPC’s and tricky words taught in phonics lessons.</p> <p>Use the word “and” to join ideas in a sentence.</p> <p>Write instructions for planting a seed.</p> <p>Write sentences using the patterned language from “The Enormous Turnip”</p> <p>Write about an imaginary adventure at the top of a beanstalk based on “Jack and the Beanstalk”.</p> <p>Understand what is meant by a describing word.</p> <p>Begin to use describing words to add detail to their writing.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says,</p> <p>Be able to read simple phrases/sentences made up of words with known GPC’s and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Leave spaces in between words when they write.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. “Good morning” “Please” “Thank you!”</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. gardener at the garden centre).</p>

Unit 2: Transport**Key texts: Mr Gumpy's Outing - John Birmingham, Whatever Next – Jill Murphy (Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs and adjacent consonants in order to write them down.</p> <p>Write their own labels and captions for pictures.</p> <p>Write simple sentences using the GPC's and tricky words taught in phonics lessons.</p> <p>Use the word "and" to join ideas in a sentence.</p> <p>Write sentences to retell the stories of "Whatever next!" and "Mr Gumpy's Outing".</p> <p>Write a recount of an imaginary trip to the moon.</p> <p>Understand what is meant by a describing word.</p> <p>Begin to use describing words to add detail to their writing.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each UPPER CASE letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in -ing, -ed, -est</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, one, out, today</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Leave spaces in between words when they write.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. astronaut in a space ship).</p>

Unit 3: Sea Creature Poems**Key texts: Commotion in the Ocean – Giles Andreae**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p><u>Handwriting/presentation focus</u></p> <p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p>	<p>Listen attentively to poems.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each upper case letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in -ing, -ed, -est, -er</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, one, out, today</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Leave spaces in between words when they write.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. visitor to the Aquarium).</p>

Unit 4: Under the Sea Stories**Key texts: Dougal’s Sea Diary - Simon Bartram, The Rainbow Fish – Marcus Pfister, The Snail and the Whale – Julia Donaldson (Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs and adjacent consonants in order to write them down.</p> <p>Write their own labels and captions for pictures.</p> <p>Write simple sentences using the GPC’s and tricky words taught in phonics lessons.</p> <p>Use the word “and” to join ideas in a sentence.</p> <p>Write diary entries for a deep-sea diver.</p> <p>Use descriptive language to write “What am I?” riddles based on the Rainbow Fish</p> <p>Write sentences to retell the story of “The Snail and the Whale”.</p> <p>Understand what is meant by a describing word.</p> <p>Begin to use describing words to add detail to their writing.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each upper case letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in -ing, -ed, -est, -er</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, one, out, today</p> <p>Be able to read simple phrases/sentences made up of words with known GPC’s and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Leave spaces in between words when they write.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. “Good morning” “Please” “Thank you!”</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. visitor to the Aquarium).</p>

Unit 5: Jobs People Do**Key texts: When I Grow Up – Melanie Joyce (Fiction), Information Books about Different Jobs (Non Fiction)**

Writing Including: Handwriting and Presentation	Reading	SPaG	Speaking and Listening
<p>Be able to hold a pencil using a comfortable tripod grip.</p> <p>Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.)</p> <p>Be able to form all lower-case letters in the correct cursive style.</p> <p>Be able to form capital letters correctly.</p> <p>Be able to segment words with known digraphs and adjacent consonants in order to write them down.</p> <p>Write their own labels and captions for pictures.</p> <p>Write simple sentences using the GPC's and tricky words taught in phonics lessons.</p> <p>Use the word "and" to join ideas in a sentence.</p> <p>Write about what they would like to be when they grow up.</p> <p>Understand what is meant by a describing word.</p> <p>Begin to use describing words to add detail to their writing.</p>	<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er</p> <p>Be able to say the sounds for each upper case letter of the alphabet.</p> <p>Be able to say the alphabet letter names in order.</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in -ing, -ed, -est, -er</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, one, out, today</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p>	<p>Be able to recognise capital letters, finger spaces, full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Leave spaces in between words when they write.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use full stops at the end of a sentence.</p> <p>Begin to spell the words taught during phonics lessons.</p>	<p>Understand why listening is important.</p> <p>Know what good listening looks like. (Look at the speaker, be still, think about what is being said)</p> <p>Be able to listen attentively when others are speaking.</p> <p>Understand that they need to put their hands up to speak in a large group situation.</p> <p>Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason.</p> <p>Learn and use new vocabulary.</p> <p>Begin to understand what a question is.</p> <p>Be able to answer who, where, when, why and how questions.</p> <p>Speak to others in an audible voice during circle times.</p> <p>Articulate their ideas and thoughts in full sentences.</p> <p>Be able to use social phrases eg. "Good morning" "Please" "Thank you!"</p> <p>Listen attentively to stories and non-fiction texts.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to adapt familiar stories to create their own versions.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>Be able to take on different roles when playing in the role play area (eg. police officer).</p>