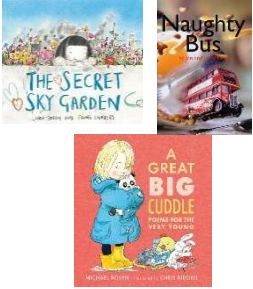


Ash Class (EYFS and Year 1) 2025/26	Autumn 1 Who am I? People and Communities (Geography) 	Autumn 2 Who am I? Florence Nightingale and Mary Seacole (History) 	Spring 1 Are we ready for take-off? Seven Wonders of the World (Geography) 	Spring 2 Are we ready for take-off? Great Inventions - Transport (History) 	Summer 1 What will we find in the wild? Animals and Habitats (Geography) 	Summer 2 What will we find in the wild? Our Local Heros (History) 
Core Text(s)	The Everywhere Bear Augustus and His Smile The Girl with the Parrot on her Head Biscuit Bear	Measuring Me! Blue Penguin The Elves and the Shoemaker (Ladybird First Favourite Tales)	The Snail and the Whale The Way Back Home The Boy Who Sailed the World	The Secret Sky Garden Naughty Bus A Great Big Cuddle	Mr Norton's New Hat There's a Tiger in the Garden A Brave Bear	Tad Tiddler A New House for Mouse
Teaching approaches (incl. oracy links)	- Responding to illustration - Reading aloud and re-reading - Retelling the tales orally - Looking at language - Role play - Role on the wall - Story mapping - Hot seating - Freeze frames	- Responding to illustration - Role on the wall - Reading aloud and revisiting texts - Looking at language - Story mapping - Retelling the tales orally - Shared writing - Hot seating - Freeze frames - Writing in role	- Responding to illustration - Role on the wall - Reading aloud and revisiting texts - Looking at language - Story mapping - Hot seating - Retelling the tales orally - Writing in role	- Responding to illustration - Role on the wall - Reading aloud and revisiting texts - Looking at language - Story mapping - Hot seating - Retelling the tales orally - Poetry journals - Beating pulse and rhythm - Listening to poets - Writing in role	- Responding to illustration - Role on the wall - Reading aloud and revisiting texts - Looking at language - Story mapping - Hot seating - Retelling the tales orally - Visualisation	- Responding to illustration - Role on the wall - Reading aloud and revisiting texts - Looking at language - Story mapping - Hot seating - Retelling the tales orally - Visualisation - Writing in role

Objectives	Reception: - Fine-motor skills - Mark making - Hold a pencil effectively - Lower-case letter formation - Name writing Year 1: - Use spacing between words - Form lower-case letters in the correct direction - Form some lower-case letters of the correct size relative to one another in some of their writing - Use capital letters and full stops in some sentences - Use a capital letter for the personal pronoun 'I' - Compose a sentence orally before writing it - Use nouns in a simple sentence	Reception: - Simple CVC word related to phonics learning - Compose sentences orally - Beginning to write simple sentences - Simple captions Year 1: - Write some sentences that are sequenced to form a short narrative (real or fictional) - Begin to use time adverbs (First, Next, Finally) - Understand how words combine to make sentences - Use capital letters for names of people and places - Begin to retell familiar stories and recount events - Begin to write stories by sequencing sentences to form short narratives - Use the conjunctions 'and' and 'because'	Reception: - Compose sentences orally - Write simple sentences using phonics knowledge - Beginning to use finger spaces - Beginning to use capital letters at the beginning of a sentence - Beginning to use full stops at the end of a sentence Year 1: - Use time adverbs more accurately (First, Next, Finally) - Begin to use spacing between words that reflects the size of the letters - Use capital letters and full stops more consistently - Use conjunctions (and/because) - Begin to use the past and present tense - Begin to use adjectives more accurately	Reception: - Compose sentences orally - Write simple sentences using phonics knowledge - Use finger spaces - Use capital letters at the beginning of a sentence - Use full stops at the end of a sentence Year 1: - Identify rhyme and pattern within poetry - Assemble information on a subject - Research a particular subject - Introduce non-fiction books that are structured in different ways - Labels and captions - Identify non-fiction texts and their features	Reception: - Write simple sentences to form a short narrative - Use finger spaces with increasing consistency - Use full stops with increasing consistency - Use capital letters at the beginning of a sentence with increasing consistency - Spell some common expectation words Year 1: - Use past and present tense with more accuracy - Plan own story with a logical sequence of events - Re-reading to check that writing makes sense more confidently - Use conjunctions more consistently and accurately - Use a range of different adjectives	Reception: - Use finger spaces - Use capital letters and full stops - Re-read and check simple sentences and phrases - Compose a sentence orally and independently Year 1: - Use spacing between words that reflects the size of the letters - Alphabetical order - Use capital letters, full stops, question marks and exclamation marks more consistently - Use some formal story language - Proof read work to check that it makes sense

[illegible]