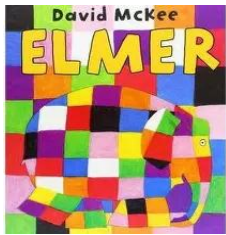
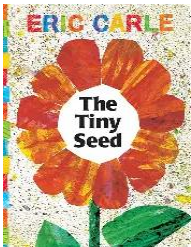
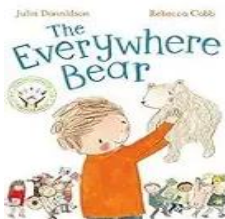
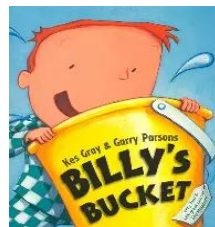
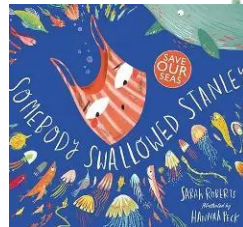


Reception English Curriculum Map – Year B

Reception	Autumn 1 Concept: Same & Different 	Autumn 2 Concept: Growing, Eating, Exploring 	Spring 1 Concept: Travel, People & Places 	Spring 2 Concept: Discovery 	Summer 1 Concept: Imagination & Adventure 	Summer 2 Concept: Land & Sea 
Literary Form	Diversity story – celebrates being different and unique. Picture book with humour, repetition and strong visual storytelling. Social/emotional story – explores friendship, identity and belonging. <i>Themes of identity, belonging, friendship and celebrating differences.</i>	Nature/Journey story – explores plants, seasons and the natural world. Cyclical structure – follows the life cycle of a seed and plant. Repetition and predictable structure. Rich illustrations support understanding and prediction. <i>Themes of growth, change, perseverance and nature.</i>	Adventure story – the bear goes on an unexpected journey. Narrative with a clear beginning, middle and end. Rhyming and repetitive language supports participation and prediction. Rich illustrations support storytelling and inference. <i>Themes of friendship, belonging, travel, home, relationships and adventure.</i>	Fantasy story – combines everyday life with imaginative events. Problem and resolution – the boy becomes stranded and finds a way home. Circular structure – the story begins and ends with the boy at home. <i>Themes of friendship, problem-solving, courage, independence and home.</i>	Imaginative narrative story – encourages children to imagine what could be possible. Humorous – playful and engaging. Repetitive elements – support prediction and participation. Problem and resolution – Billy faces a problem and finds a solution. <i>Themes of imagination, curiosity, independence and adventure.</i>	Environmental story – explores the impact of plastic pollution on marine life. Travel – follows Stanley's journey through the ocean. Problem and resolution – Stanley is mistaken for food and eventually reaches safety. Humorous elements – engages young children while introducing a serious theme. <i>Themes of ocean life, pollution, caring for the environment and responsibility.</i>
Links to Main EYFSP Area of Learning	C&L – Listening, vocabulary, speaking and retelling. PSED – Identity, feelings, friendship and belonging. Literacy – Phonics, sequencing, storytelling and writing. UTW – Animals, habitats, colour and similarities/differences. EAAD – Colour, pattern, art, music and drama. PD – Fine-motor skills, drawing and movement. Maths – Mastering Number: subitising, counting, comparing, composition and number bonds through colours, patterns and elephants.	C&L – Listening, vocabulary and retelling. PSED – Perseverance, patience and caring. Literacy – Sequencing, phonics and writing. UTW – Plants, growth, seasons and weather. EAAD – Drawing, painting, music and movement. PD – Planting, fine-motor skills and mark-making. Maths – Mastering Number: subitising, counting, comparing, composition and number bonds through seeds, plants and growth.	C&L – Listening, speaking, vocabulary and retelling. PSED – Friendship, belonging, relationships and feelings. Literacy – Story sequencing, rhyme, prediction and story maps. UTW – Places, journeys, transport and environments. EAAD – Role play, drama, drawing and small-world play. PD – Fine-motor skills, movement and mark-making. Maths – Mastering Number: subitising, counting, comparing, composition and positional language through journeys and routes.	C&L – Listening, vocabulary, questioning and retelling. PSED – Courage, independence, problem-solving and friendship. Literacy – Phonics, sequencing, storytelling and writing. UTW – Space, Earth, travel and different environments. EAAD – Imaginative play, drawing, music and role play. PD – Fine-motor skills, movement and model-making. Maths – Mastering Number: counting, subitising, comparing quantities, composition and positional language through space and travel.	C&L – Listening, vocabulary, questioning and storytelling. PSED – Imagination, confidence, curiosity and independence. Literacy – Phonics, sequencing, prediction and writing. UW – Sea life, oceans, habitats and the natural world. EAAD – Imaginative play, drawing, painting and role play. PD – Fine-motor skills, movement and mark-making. Maths – Mastering Number: subitising, counting, comparing quantities, composition and number bonds through sea-life contexts.	C&L – Listening, vocabulary, questioning and retelling. PSED – Caring, responsibility, empathy and respect. Literacy – Phonics, sequencing, storytelling and writing. UW – Oceans, sea life, plastic pollution and the environment. EAD – Drawing, painting, role play and creative responses. PD – Fine-motor skills, movement and mark-making. Maths – Mastering Number: subitising, counting, comparing quantities, composition of numbers and exploring number bonds through sea-life contexts.
PSED + Human Themes	Identity – celebrating who we are and what makes us unique. Same and different – recognising and valuing differences. Belonging – feeling accepted as part of a group. Self-esteem – developing confidence and	Perseverance – keeping going when things are difficult. Resilience – overcoming challenges and setbacks. Growth and change – recognising that change takes time. Patience – understanding that things do	Friendship and belonging – feeling part of a class and community. Relationships – caring for others and forming friendships. Feelings – exploring worry, excitement, loneliness and happiness. Home and security – what makes	Independence – solving problems and trying things for ourselves. Courage – managing fear and unfamiliar situations. Friendship and kindness – helping others when they need support. Problem-solving – thinking of solutions when things go wrong.	Imagination and creativity – valuing children's ideas and imagination. Curiosity – asking questions and exploring the unknown. Independence – developing confidence in exploring and making choices.	Caring and responsibility – looking after our environment and living things. Empathy – considering how animals are affected by pollution. Respect – valuing wildlife and the natural world. Choices and consequences –

	being proud of ourselves. Friendship – kindness, acceptance and caring for others. Feelings – exploring happiness, sadness, loneliness and pride. Respect – valuing and celebrating what makes everyone different.	not happen immediately. Caring – looking after plants and living things. Feelings – exploring hope, disappointment, worry and happiness. Self-belief – understanding that small beginnings can lead to big achievements.	somewhere feel like home? Adventure and independence – trying new experiences and coping with change.	Feelings – exploring loneliness, worry, excitement and relief. Home and belonging – understanding the importance of feeling safe.	Relationships – sharing experiences and communicating with others. Feelings – exploring excitement, wonder and disappointment. Resilience – continuing to explore when things don't go as expected.	understanding how our actions affect others. Teamwork – working together to solve problems. Environmental responsibility – reducing litter and caring for our oceans.
Phonics and Early Reading Experience (Building Visual and Aural Skills)	Repeated Reading – Revisit <i>Elmer</i> and join in with familiar phrases and repeated language. Prediction & Sequencing – Use pictures to predict events and sequence the story. Initial Sounds – Identify s, a, t, p, i, n, m, d, g, o. in key words where appropriate. Oral Blending & Segmenting – Practise orally blending and segmenting simple CVC words. Syllables – Clap syllables in <i>El-mer, el-e-phant, co-lour</i>. Visual Skills – Compare colours, patterns, shapes and pictures. Listening Skills – Identify animal and environmental sounds. Matching – Match objects, pictures and simple words. Story Retelling – Retell the story using props, puppets and a story map. Comprehension – Discuss characters, settings and events using picture clues.	Repeated Reading – Revisit the story and join in with familiar phrases. Prediction & Sequencing – Predict what happens to the seed and sequence its journey. Initial Sounds – Identify c/k/ck, e, u, r, h, b. f/ff, l/ll, ss in key words where appropriate. Segmenting & Blending – Orally segment and blend simple words linked to the story. CVC/CVCC Words – Read and write words such as <i>sun, seed, pot, plant</i>. Tricky Words – Read and use familiar tricky words such as <i>the, I, to, no, go</i>. Syllables – Clap <i>seed, flower, sunflower, butterfly</i>. Visual Skills – Compare seeds, plants and flowers and notice seasonal changes. Listening Skills – Listen for weather and nature sounds. Matching – Match pictures, objects and simple words. Story Retelling – Retell the story using props, pictures and a story map. Comprehension – Discuss what the seed needs to grow and sequence the stages of growth.	Repeated Reading – Revisit the story and join in with familiar rhyming and repeated language. Prediction & Sequencing – Predict where the bear might go and sequence his journey. Phase 3 Sounds – Identify and practise j, v, w, x, y, z, zz, qu, ch, sh, th, ng. Segmenting & Blending – Segment and blend words containing taught Phase 3 sounds. CVC/CVCC/CCVC Words – Read and write words such as <i>ship, chat, wish, van, quiz, with</i>. Digraphs – Identify ch, sh, th, ng, qu, zz in words and connect them to the story. Tricky Words – Read and use familiar Phase 3 tricky words such as <i>he, she, we, me, be, was, my, you</i>. Syllables – Clap words such as <i>everywhere, journey, classroom, teacher</i>. Visual Skills – Notice details in illustrations and compare different settings. Listening Skills – Listen for rhyming words, repeated sounds and environmental sounds. Matching – Match Phase 3 graphemes, words, pictures and objects. Story Retelling – Retell the bear's journey using props, pictures and a story map. Comprehension – Discuss where the bear travels, how he feels and how he gets home.	Repeated Reading – Revisit the story and join in with familiar language. Prediction & Sequencing – Predict what might happen and sequence the boy's journey. Phase 3 Sounds – Identify and practise ai, ee, igh, oa, oo, or, ar. Segmenting & Blending – Segment and blend words containing the taught sounds. CVC/CVCC/CCVC Words – Read and write words such as <i>rain, moon, night, boat, star, car</i>. Digraphs/Trigraphs – Identify ai, ee, igh, oa, oo, or, ar in words. Tricky Words – Read and use familiar Phase 3 tricky words such as <i>he, she, we, me, be, was, my, you</i>. Syllables – Clap words such as <i>rocket, planet, space, astronaut</i>. Visual Skills – Notice and discuss details in the illustrations, including the Earth, Moon and stars. Listening Skills – Listen for rhyming words and repeated sounds. Matching – Match graphemes, words, pictures and objects. Story Retelling – Retell the journey using props, pictures and a story map. Comprehension – Discuss the boy's feelings, problems and how he finds his way home.	Repeated Reading – Revisit the story and join in with familiar language. Prediction & Sequencing – Predict what Billy will see and sequence the underwater discoveries. Phase 3 Sounds – Identify and practise ur, ow, oi, ear, air, ure, er. Segmenting & Blending – Segment and blend words containing the taught sounds. Phoneme–Grapheme Links – Match sounds to graphemes in words linked to the story. Word Reading – Read words such as <i>turn, down, coin, hear, fair, pure, her</i>. Tricky Words – Read and use familiar Phase 3 tricky words such as <i>he, she, we, me, be, was, my, you</i>. Syllables – Clap words such as <i>bucket, ocean, fish, jellyfish</i>. Visual Skills – Explore and compare the sea creatures and details in the illustrations. Listening Skills – Listen for rhymes, repeated language and sounds in words. Matching – Match graphemes, words, pictures and objects. Story Retelling – Retell Billy's underwater adventure using props, pictures and a story map. Comprehension – Discuss what Billy sees, how he feels and how his imagination changes his experience.	Repeated Reading – Revisit the story and join in with repeated and rhyming language. Prediction & Sequencing – Predict what happens to Stanley and sequence his journey. Phase 3 Consolidation – Revisit all Phase 3 graphemes and digraphs/trigraphs taught. Segmenting & Blending – Practise segmenting and blending words with Phase 3 sounds. Word Reading – Read CVC, CVCC and CCVC words linked to the story, e.g. <i>fish, shell, swim, sand, boat</i>. Tricky Words – Revisit and apply familiar Phase 3 tricky words in reading and writing. Phoneme–Grapheme Links – Identify sounds in words and select the correct grapheme. Syllables – Clap and count syllables in words such as <i>plastic, turtle, ocean, jellyfish</i>. Visual Skills – Compare sea creatures, habitats and illustrations. Listening Skills – Identify rhyming words, initial sounds and environmental sounds. Story Retelling – Retell Stanley's journey using pictures, props and a story map. Comprehension – Discuss the characters, problem, solution and impact of plastic on sea life.
Linguistic Experiences - generated by high quality text	Vocabulary – elephant, colourful, patch, herd, jungle, pattern, different, grey. Describing – big, small, bright, colourful, enormous, patterned. Emotions – happy, sad, lonely, worried, surprised, proud. Action Words – walk, run, hide, climb, laugh, shout. Comparisons – same/different, big/small, light/dark, colourful/grey. Sentence Structures – “<i>Elmer is...</i>” /	Vocabulary – seed, soil, root, stem, leaf, flower, plant, grow, rain, sun. Describing – tiny, tall, bright, beautiful, delicate, strong. Action Words – grow, fall, blow, fly, open, bloom. Opposites – tiny/big, hot/cold, wet/dry, up/down. Sequencing – first, next, then, finally to describe the seed's journey. Sentence Structures – “<i>The seed is...</i>” / “<i>The plant can...</i>” / “<i>It needs...</i>”	Vocabulary – journey, classroom, playground, home, town, river, bridge, park. Describing – busy, quiet, near, far, big, small, familiar, unfamiliar. Action Words – travel, walk, climb, hide, explore, find, return. Positional Language – under, over, through, beside, behind, between. Journey Language – start, next, along, past, across, arrive, return. Sentence Structures – “<i>The bear</i>	Vocabulary – space, rocket, Moon, Earth, stars, planet, astronaut, alien. Describing – huge, tiny, dark, bright, cold, far, high, lonely. Action Words – fly, land, crash, climb, explore, rescue, return. Emotions – excited, worried, scared, lonely, confused, relieved. Sentence Structures – “<i>The boy is...</i>” / “<i>He feels... because...</i>” Questioning – Who? What? Where? Why? How?	Vocabulary – bucket, ocean, sea, fish, shark, whale, jellyfish, octopus, coral. Describing – enormous, tiny, colourful, strange, shiny, slippery, scary. Action Words – swim, splash, dive, float, jump, explore, chase. Comparisons – bigger/smaller, faster/slower, deeper/shallower. Sentence Structures – “<i>I can see...</i>” / “<i>wonder...</i>” / “<i>I think...</i>” Imaginative Language – Encourage children to invent creatures and	Vocabulary – plastic, rubbish, pollution, ocean, environment, turtle, seal, dolphin, beach. Describing – dangerous, harmful, dirty, clean, safe, trapped, floating. Action Words – swim, swallow, float, drop, recycle, protect, rescue. Cause and Effect – Use because, so, if, then to explain consequences. Problem-Solving Language – “<i>We could...</i>” / “<i>We should...</i>” / “<i>We need to...</i>” Sentence Structures – “<i>Stanley is...</i>” /

	<i>"Elmer feels..." / "I am different because..."</i> Sequencing – Use first, next, then, finally to retell the story. Reasoning – Encourage children to explain their ideas using because. Oracy – Discuss similarities and differences and use role play to explore Elmer's feelings.	Cause and Effect – Explore <i>"The seed grows because it has..."</i> Oracy – Encourage children to explain how plants change and what they need to grow.	<i>went..." / "He travelled to..."</i> Sequencing – Retell the bear's journey using first, next, then, finally. Oracy – Use maps and role play to describe routes and explain where the bear has been.	Cause and Effect – Use because, so, if, then to explain events. Oracy – Predict events, discuss problems and explain how the characters solve them.	describe imaginary places. Questioning – <i>"What might be in the bucket?" / "I wonder what would happen if..."</i> Oracy – Create and share imaginative underwater adventures using increasingly detailed descriptions.	<i>"We can help by..."</i> Expressing Opinions – Encourage children to explain what they think and why.												
Overall Linguistic Progression	Autumn – Building Vocabulary and Sentences - Name and identify people, objects, animals and features of the environment. - Develop descriptive vocabulary and begin to use simple adjectives. - Compare objects using language such as same/different, big/small, tall/short. - Develop vocabulary for feelings and talk about how characters feel. - Use simple sentence structures such as "It is...", "I can see..." and "I feel...". - Begin to explain ideas using because with adult support.		Spring – Developing Storytelling and Explanation - Use a wider range of vocabulary linked to journeys, places, space and exploration. - Sequence events using first, next, then, finally. - Develop positional and directional language such as under, over, behind, between, through. - Ask and answer who, what, where, when, why and how questions. - Retell stories using increasingly detailed sentences. - Explain ideas, predictions and solutions using because, so, then. - Develop confidence in speaking to partners and larger groups.		Summer – Developing Richer Language and Reasoning - Use more detailed descriptive vocabulary and expanded noun phrases. - Develop imaginative language to describe characters, settings and experiences. - Express opinions and explain personal ideas using "I think...", "I believe..." and "because...". - Make predictions and give reasons for them. - Explore cause and effect using because, so, if and then. - Suggest solutions to problems and explain choices. - Make connections between stories, experiences and the wider world. - Retell and adapt familiar stories using their own ideas and vocabulary. - Speak confidently in extended conversations and begin to build on others' ideas.													
Early Years Foundation Stage Statutory Framework Covered by this sequence	Three and Four Year Olds – Prime Areas			Three and Four Year Olds – Specific Areas														
	<table><tr><th>Communication and Language</th></tr><tr><td> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. </td></tr><tr><td> - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" </td></tr><tr><td> - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. </td></tr><tr><td> - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' </td></tr><tr><td> - Use longer sentences of four to six words. </td></tr><tr><td> - 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. - 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." </td></tr></table>			Communication and Language	- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult.	- Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - 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.	- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	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. - 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."	<table><tr><th>Literacy</th></tr><tr><td> - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing </td></tr><tr><td> - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother </td></tr><tr><td> - Engage in extended conversations about stories, learning new vocabulary. </td></tr><tr><td> - 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; writing 'm' for mummy. - Write some or all of their name. </td></tr><tr><td> - Write some letters accurately. </td></tr></table>			Literacy	- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary.	- 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; writing 'm' for mummy. - Write some or all of their name.
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Early Years
Foundation Stage
Statutory
Framework
Covered by this
sequence

Reception – Prime Areas

Communication and Language
• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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. • Use new vocabulary in different contexts. • 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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reception – Specific Areas

Literacy
• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

Teaching Approaches	Autumn 1 – Elmer s, a, t, p, i, n Repeated Reading – Revisit the story regularly and encourage children to join in with repeated phrases and familiar language. Book Talk – Discuss Elmer's character, feelings, colours and the themes of being the same and different. Picture Walks – Explore illustrations to make predictions and develop vocabulary. Talk Partners – Encourage children to share ideas with a partner before answering questions or contributing to class discussion. Story Mapping – Create a simple class story map and sequence the main events. Phonics – Practise Phase 2 sounds, initial sounds, oral blending and segmenting. Talk Before Writing – Orally rehearse simple sentences before making marks or writing. Adult Scaffolding – Model vocabulary, sentence structures and letter formation, gradually reducing support. Writing – Encourage name writing, initial sounds, mark-making and simple CVC	Autumn 2 – The Tiny Seed c/k/ck, e, u, r, h, b, f/ff, l/ll, ss Repeated Reading – Revisit the text and join in with familiar phrases and repeated language. Book Talk – Discuss the seed's journey, seasons, changes and what plants need to grow. Prediction – Use illustrations and story clues to predict what might happen to the seed. Talk Partners – Share predictions and observations with a partner before discussing them as a class. Sequencing – Order the seed's journey using first, next, then, finally. Investigation – Plant seeds and observe changes, encouraging children to talk about what they notice. Phonics – Consolidate Phase 2 sounds through oral blending, segmenting and CVC words. Talk Before Writing – Rehearse captions and sentences orally before writing. Adult Scaffolding – Model how to segment	Spring 1 – The Everywhere Bear j, v, w, x, y, z, zz, qu, ch, sh, th, ng Repeated Reading – Revisit the story to develop confidence, fluency and participation in rhyming language. Book Talk – Discuss the bear's journey, feelings, relationships and different settings. Prediction – Use illustrations and clues to predict where the bear might go next. Talk Partners – Encourage children to discuss predictions, feelings and ideas before sharing with the group. Sequencing & Mapping – Create a route or map showing the bear's journey. Phonics Consolidation – Secure Phase 2 sounds, blending, segmenting and CVC/CVCC words. Phase 3 Introduction – Begin learning and applying new Phase	Spring 2 – The Way Back Home ai, ee, igh, oa, oo, or, ar Book Talk – Discuss characters, settings, problems and solutions. Prediction & Inference – Use illustrations to predict events and discuss characters' feelings. Talk Partners – Discuss questions and possible solutions with a partner before sharing ideas. Story Mapping – Map the boy's journey into space and back home. Questioning – Encourage who, what, where, why and how questions. Phonics Consolidation – Continue to secure Phase 2 blending, segmenting and word reading. Phase 3 Introduction – Introduce and practise new Phase 3 sounds through story vocabulary. Tricky Words – Apply familiar Phase 2 tricky words alongside newly taught Phase 3 words. Talk Before Writing – Rehearse sentences orally, encouraging children to use because and so.	Summer 1 – Billy's Bucket ur, ow, oi Repeated Reading – Revisit the text to develop fluency, expression and confidence. Book Talk – Discuss Billy's imagination, the underwater world and sea creatures. Prediction – Predict what Billy might see and explain ideas using evidence from the illustrations. Talk Partners – Share imaginative ideas with a partner and build on each other's responses. Descriptive Language – Encourage increasingly detailed vocabulary to describe creatures and settings. Phonics Consolidation – Secure Phase 3 graphemes, digraphs and trigraphs. Segmenting & Blending – Apply Phase 3 knowledge to	Summer 2 - Phase 3 Consolidation – ear, air, ure, er Repeated Reading – Revisit the story to develop fluency, expression and confidence. Book Talk – Discuss characters, events, the ocean and plastic pollution. Prediction & Inference – Predict what might happen and explain ideas using clues from the text and illustrations. Talk Partners – Discuss environmental problems and possible solutions before sharing with the group. Problem-Solving – Explore ways to protect Stanley and other sea creatures. Phonics Consolidation – Secure Phase 3 graphemes, digraphs and trigraphs. Segmenting & Blending – Read and write CVC, CVCC, CCVC and Phase 3 words with increasing independence. Tricky Words – Read and write familiar Phase 3 tricky words independently. Talk Before Writing – Rehearse ideas and sentences before writing, encouraging children to explain their choices.
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	words. Role Play – Use puppets, props and drama to retell the story and explore feelings. Creative Response – Explore Elmer’s colours and patterns through painting, collage and design.	words and support children to identify the sounds they can write independently. Writing – Label plants, write simple CVC words and create captions. Storytelling – Retell the seed’s journey using actions, props, pictures and story maps.	3 graphemes and digraphs. Tricky Words – Revisit Phase 2 tricky words and begin introducing Phase 3 tricky words. Talk Before Writing – Orally rehearse captions and sentences before writing. Adult Scaffolding – Model sentence construction and support children to apply known phonemes independently. Writing – Write labels, captions and simple sentences using taught sounds. Role Play – Use small-world play, props and maps to recreate the bear’s journey.	Adult Scaffolding – Model how to segment words and support children to select the graphemes they know. Writing – Write captions and simple sentences linked to the story. Drama & Movement – Act out the rocket journey, problems and return home.	increasingly challenging words. Tricky Words – Revisit and independently apply familiar Phase 3 tricky words. Talk Before Writing – Orally rehearse sentences and descriptions before writing. Adult Scaffolding – Model expanded sentences and support children to independently apply their phonics knowledge. Writing – Write labels, captions, sentences and short descriptions. Imaginative Storytelling – Create new sea creatures, settings and adventures. Creative & Role Play – Use small-world play, art and drama to extend the story.	Adult Scaffolding – Model, prompt and support where needed, while encouraging children to work increasingly independently. Writing – Produce labels, lists, captions, sentences, short descriptions and simple stories. Cause & Effect – Use because, so, if and then to explain how plastic affects sea life. Independent Storytelling – Retell, adapt and create stories using story maps, props and their own ideas. Environmental Action – Encourage children to suggest practical ways to reduce litter and care for the environment.
Possible Extended Writing Outcomes	Autumn 1 – Elmer s, a, t, p, i, n Name Writing – Practise writing own name and recognising familiar letters. Initial Sounds – Label pictures using s, a, t, p, i, n. CVC Words – Write simple words such as <i>sat, tap, pin, pat, sit</i>. Simple Captions – Write captions such as “<i>A big...</i>” using known sounds. Elmer Labels – Label Elmer’s picture with words such as <i>pat, sit</i> where phonetically appropriate. Oral Rehearsal – Say and segment words before attempting to write them. Adult Scribing – Adult scribes children’s ideas while children independently write known sounds and words.	Autumn 2 – The Tiny Seed c/k/ck, e, u, r, h, b, f/ff, l/ll, ss CVC Words – Write words such as <i>red, sun, run, hen, bed, bus, hill</i>. CVCC/CCVC Words – Begin writing words such as <i>seed</i> and <i>plant</i> when taught sounds allow. Plant Labels – Label pictures with words such as <i>sun, bud, leaf</i>. Simple Captions – Write “<i>A red bud.</i>” or “<i>The sun is hot.</i>” Lists – Write simple lists of what a seed needs, e.g. <i>sun, rain</i>. Growth Diary – Draw a plant and add simple labels or captions. Sentence Completion – Complete sentences such as “<i>The seed is ____.</i>” Oral Segmenting – Segment words before writing and identify the phonemes needed.	Spring 1 – The Everywhere Bear j, v, w, x, y, z, zz, qu, ch, sh, th, ng CVC/CCVC Words – Write words such as <i>jam, van, web, zip, quiz, ship, chat, fish</i>. Digraph Writing – Practise words containing ch, sh, th, ng, qu, zz. Bear Labels – Label pictures using words such as <i>ship, van, web, fish</i>. Journey Captions – Write simple captions such as “<i>The bear is in the van.</i>” Map Labels – Label parts of a simple journey map. Simple Sentences – Write sentences using taught Phase 3 sounds and tricky words. Story Sequencing – Add short captions to pictures showing the bear’s journey. Talk Before Writing – Orally rehearse sentences with a talk partner before writing.	Spring 2 – The Way Back Home ai, ee, igh, oa, oo, or, ar Phoneme–Grapheme Writing – Apply ai, ee, igh, oa, oo, or, ar in words. Word Writing – Write words such as <i>rain, feet, night, boat, moon, star, car</i>. Space Labels – Label pictures with words such as <i>moon, star, rocket</i> where phonically appropriate. Captions – Write captions such as “<i>The moon is bright.</i>” Simple Sentences – Write sentences using taught Phase 3 sounds and tricky words. Story Map Captions – Add captions to the boy’s journey into space. Feelings Writing – Complete sentences such as “<i>He is sad.</i>” or “<i>He is scared.</i>” Talk Before Writing – Rehearse sentences orally and use because to explain ideas.	Summer 1 – Billy’s Bucket ur, ow, oi, ear, air, ure, er Phase 3 Word Writing – Write words containing the taught graphemes, e.g. <i>turn, down, coin, hear, fair, pure, her</i>. Sea-Life Labels – Label pictures with known words and sounds. Descriptive Captions – Write captions such as “<i>A big fish.</i>” or “<i>I can see a shark.</i>” Simple Sentences – Write sentences using Phase 3 sounds and tricky words. Underwater Lists – Create a list of sea creatures using taught phonics. Imaginative Writing – Draw an underwater creature and add labels or a simple description. Story Map – Add captions to a map of Billy’s underwater adventure. Independent Writing – Encourage children to apply taught phonics without adult modelling.	Summer 2 - Phase 3 Consolidation – Apply all taught Phase 3 graphemes, digraphs and trigraphs in writing. CVC/CCVC Words – Write words such as <i>fish, shell, swim, sand, crab, plant</i>. Sea-Life Labels – Label sea creatures, objects and parts of the environment. Environmental Lists – Write lists such as <i>fish, sea, shell, boat</i> or things that should not go in the sea. Captions – Write captions linked to illustrations, e.g. “<i>The fish is in the sea.</i>” Simple Sentences – Write independently using taught phonics and tricky words. Cause and Effect – Write simple sentences such as “<i>The fish is sad because...</i>” with adult support where needed. Posters – Create a simple “Keep Our Sea Clean” poster with labels and sentences. Story Retelling – Create a story map with captions showing Stanley’s journey. Independent Storytelling – Write a short simple story using familiar Phase 3 sounds and tricky words. Adult Scaffolding – Prompt children to segment and apply known phonemes while encouraging increasing independence.

Other books with similar themes	<i>National Geographic Kids: People and Places</i> – explores people, communities, homes and different places around the world; children can compare how people live. Five Minutes' Peace – Jill Murphy Family, siblings and relationships; children can discuss busy family life, siblings and wanting time alone Stick Man – Julia Donaldson Family, belonging and home; Stick Man's desire to return to his family gives opportunities to discuss belonging and people who are important to us. The Smeds and the Smoos – Julia Donaldson Families, differences and acceptance; explores families from different groups and how differences don't prevent friendship and love. The Tiger Who Came to Tea – Judith Kerr Family, home and everyday experiences; opportunities to talk about who lives at home, family routines and what makes each home different. The Koala Who Could – Rachel Bright Confidence, change and relationships; opportunities to discuss trying new things and how people can have different personalities. Lost and Found – Oliver Jeffers Friendship, relationships and belonging; opportunities to explore caring for someone and the importance of relationships.	<i>National Geographic Kids: Seed to Plant</i> – develops knowledge of seeds, roots, stems, leaves, flowers and plant growth. Pumpkin Soup – Helen Cooper Growing, cooking and eating; opportunities to explore ingredients, sequence a recipe, investigate taste and texture and make soup together. Handa's Surprise – Eileen Browne Food, culture and different environments; opportunities to explore fruits, compare environments and discuss where different foods grow. The Little Red Hen – Traditional Growing grain and food production; opportunities to explore the journey from grain to bread, sequence processes and discuss cooperation. Superworm – Julia Donaldson Minibeasts, habitats and problem-solving; opportunities to investigate worms and other creatures, explore their habitats and develop knowledge of the natural world. Oliver's Vegetables – Vivian French Growing, harvesting and eating; opportunities to investigate where vegetables come from, taste different foods and consider healthy choices.	<i>National Geographic Kids: Around the World</i> – introduces countries, landmarks, people, animals and environments. The Snail and the Whale – Julia Donaldson Travel, places and the wider world; opportunities to explore different environments, oceans and continents and consider how places are connected. Handa's Surprise – Eileen Browne People, places and culture; opportunities to explore life in Kenya, compare environments and discuss food, homes, animals and daily life. Handa's Hen – Eileen Browne Culture, community and place; opportunities to explore village life, animals and similarities and differences between children's experiences. The Jolly Postman – Janet & Allan Ahlberg People, places and journeys; opportunities to explore letters, houses, different characters and the idea of travelling through a community. We're Going on a Bear Hunt – Michael Rosen Journeys and environments; in Reception, children can move beyond retelling to mapping the journey and describing changing landscapes.	<i>First Big Book of Space – National Geographic Kids</i> – develops knowledge of the solar system, planets, astronauts and space exploration. Astro Girl – Ken Wilson-Max Space, astronauts and scientific enquiry; opportunities to explore what astronauts do, space travel and children's aspirations. The Smeds and the Smoos – Julia Donaldson Space, planets and difference; opportunities to explore alien worlds, planets, friendship and how different groups can live together. Here We Are – Oliver Jeffers Earth, people and the natural world; opportunities to explore our planet, environments, animals and how we can care for Earth. Mad About Minibeasts! – Giles Andreae Animals, habitats and observation; opportunities to investigate different minibeasts, their characteristics and where they live. The Very Busy Spider – Eric Carle Animals, webs and scientific observation; opportunities to investigate how spiders make webs and how animals behave. Aliens Love Underpants Save the World – Claire Freedman & Ben Cort Space, Earth and environmental responsibility; children explore aliens and space while beginning to think about Earth as our planet, caring for the environment, solving problems and working together.	<i>National Geographic Kids: First Big Book of Dinosaurs</i> – develops knowledge of different dinosaurs, fossils, habitats and extinction. Zog – Julia Donaldson Fantasy, adventure and perseverance; opportunities to explore dragons, flying, friendship and overcoming challenges. The Gruffalo's Child – Julia Donaldson Adventure, bravery and imagination; opportunities to revisit the familiar Gruffalo world while exploring a new character's adventure. The Three Little Pigs – Traditional Tale Problem-solving, consequences and storytelling; opportunities to compare characters' choices, sequence events and explore alternative solutions. The Three Billy Goats Gruff – Traditional Tale Adventure, obstacles and problem-solving; opportunities to explore character motivation, prediction and different ways the goats could cross the bridge. Little Red Riding Hood – Traditional Tale Adventure, danger and decision-making; opportunities to explore setting, character choices, prediction and alternative endings.	<i>National Geographic Kids: First Big Book of the Ocean</i> – explores ocean habitats, marine animals and underwater environments. Tiddler – Julia Donaldson Underwater habitats and marine life; opportunities to explore the ocean environment, sea creatures and imaginary underwater adventures. The Lighthouse Keeper's Lunch – Ronda Armitage Problem-solving, adventure and setting; opportunities to explore the lighthouse setting, predict problems and design solutions. The Little Mermaid – Traditional/Fairy Tale Underwater world and the sea; opportunities to explore ocean environments, sea creatures, coastal settings and imaginative underwater worlds. Sharing a Shell – Julia Donaldson Rock pools and sea life; opportunities to explore crabs, anemones, shells and the animals found around the coast. Barry the Fish with Fingers and the Hairy Scary Monster – Sue Hendra & Paul Linnet Underwater habitats, friendship, difference and problem-solving; children can explore a wider range of sea creatures, compare characters, predict what might happen and discuss how Barry and his friends respond to a new and unfamiliar creature.
Songs and Rhymes	Autumn 1 – Elmer "If You're Happy and You Know It" – Explore Elmer's different feelings. "Head, Shoulders, Knees and Toes" – Develop body vocabulary and movement. "I Can Sing a Rainbow" – Link to Elmer's colourful patterns. "Five Little Speckled Frogs" – Explore animals, counting and differences. "The Animals Went in Two by Two" – Link to Elmer and the elephant herd.	Autumn 2 – The Tiny Seed "Incy Wincy Spider" – Link to rain, weather and nature. "Mary, Mary, Quite Contrary" – Flowers and gardens. "Five Little Peas" – Seeds, growth and counting. "The Farmer Plants the Seeds" – Planting and repetition. "Oats, Peas, Beans and Barley Grow" – Growing and farming. "Rain, Rain, Go Away" – Weather and	Spring 1 – The Everywhere Bear "The Bear Went Over the Mountain" – Link to the bear's journey. "Going on a Bear Hunt" – Journey, repetition and positional language. "Teddy Bear, Teddy Bear" – Actions and body movements. "Row, Row, Row Your Boat" – Journeys and travel. "We're Going on a Bear Hunt" – Exploring settings and repeated phrases.	Spring 2 – The Way Back Home "Twinkle, Twinkle, Little Star" – Stars and space. "Zoom, Zoom, Zoom, We're Going to the Moon" – Rockets and space travel "Five Little Men in a Flying Saucer" – Space and counting. "The Grand Old Duke of York" – Up, down and movement. "Row, Row, Row Your Boat" – Travel and journeys. "Hey Diddle Diddle" – The moon and	Summer 1 – Billy's Bucket "A Sailor Went to Sea" – Sea, repetition and rhyme. "Down in the Jungle" – Animals and movement. "1, 2, 3, 4, 5 Once I Caught a Fish Alive" – Fish, counting and rhyme. "Five Little Fish" – Sea life and counting. "Row, Row, Row Your Boat" – Boats and journeys. "Baby Shark" – Sea creatures and	Summer 2 – Somebody Swallowed Stanley "A Sailor Went to Sea" – Sea and ocean vocabulary. "1, 2, 3, 4, 5 Once I Caught a Fish Alive" – Fish and sea life. "Five Little Fish" – Counting and marine animals. "Down in the Deep Blue Sea" – Exploring ocean creatures. "Row, Row, Row Your Boat" – Boats and the sea.

	"Old MacDonald Had a Farm" – Explore different animals and their sounds.	repetition.	"This Old Man" – Counting and repetitive language.	imaginative ideas.	actions.	"The Animals Went in Two by Two" – Animals and caring for living things. "Five Little Ducks" – Caring for animals and counting.
Poems	Same and Different You are you, And I am me. We are different, As you can see. We may look different, We may look the same, But we are special, And that's our name.	Little Seed Little seed, In the ground, Rain comes down, All around. Sun shines bright, Up you grow, Little seed, Hello!	Off We Go! Off we go, Where shall we go? Up on a train, Or down below. Bus or boat, Car or plane, Off we go, Home again!	I Wonder I wonder what, I wonder why. I wonder what Is in the sky. I look, I listen, I explore. I wonder What I'll find some more!	Let's Pretend Let's pretend And let's explore. What could we find Behind the door? A dragon? A bear? A pirate ship? Let's use our imagination For our trip!	Land and Sea Land is green, Sea is blue. There are lots Of things to do. Walk on land, Swim in sea, What an adventure It could be!

