



# Willow Class sequenced overview Hopton CEVC Primary Year A & B



“With God all things are possible” Matthew 19:26

We raise aspirations and encourage perseverance to reach goals in life and learning.

This plan is an opportunity for Writing in Nursery and Reception class to offer breadth and depth, ensuring texts are not repeated in later years and meets the intentions of the EYFS framework and 2020 Development Matters. It is at the discretion of the class teacher to meet the needs of her cohort and it is understood additional rhyme, song, talk and vocabulary objectives (Communication and Language, Expressive Arts and Design, Being Imaginative and Expressive, Speaking) may be prioritised.

## Autumn 1

<b>Flexible Block</b> <b>1 week</b> (welcome and settling into class)	<b>Poetry</b>  <b>Song and rhyme</b> <b>1 x 2 week</b>	<b>Narrative:</b>  <b>Stories about our world</b> <b>1 x 3 weeks</b>
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Link to curriculum	Do you want to be friends?	Do you want to be friends?
Hello Friend, Rebecca Cobb Elmer books by David McKee	Giraffes Can't Dance, Giles Andreae Room on the Broom by Julia Donaldson Colin and Lee, Carrot and Pea, Morag Hood	The Smartest Giant by Julia Donaldson  The Hug by Eion Mcloughlin

### Writing: transcription handwriting: letter formation, placement and positioning

During the Autumn term this will be a focus, continuing throughout the year.

3 & 4 year olds (Nursery)	Physical development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul>
Reception	Physical development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> </ul>

ELG goals	Physical development	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	• Write recognisable letters, most of which are correctly formed.

## Autumn 2

<b>Narrative</b> <b>Nursery stories and rhyme</b> <b>1 x 2 weeks</b>	<b>Narrative:</b> <b>Stories about our world</b> <b>1 x 3 weeks</b>	<b>Poetry</b> <b>Pattern and rhyme</b> <b>1 x 1 week</b>
Text based	Topic based	Topic based
Usborne Big Book of Nursery rhymes, Felicity Brooks World Nursery Rhyme Week Each Peach Pear Plum by Alan Ahlberg	Can't you sleep little bear? Martin Waddell Or Peace at last by Jill Murphy Or Whatever Next by Jill Murphy	One shoe two shoes Caryl Hart  Each Peach Pear Plum by Alan Ahlberg

### Writing: transcription spelling phonics and spelling rules

To start during the Autumn term, and a focus in the Spring term, continuing throughout the year.

3 & 4 year olds (Nursery)	Literacy	• 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.
Reception	Literacy	• Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

## Spring 1

Text based	Link to Spring	Text based
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<b>Narrative</b> <b>Traditional Tales</b> 1 x 2 weeks	<b>Non fiction:</b> <b>The natural world: seasons 1 x 2 weeks</b>	<b>Poetry</b> <b>Pattern and rhyme 1 x 2 weeks</b>
	Link to Spring	Text based
Choose from: The Three Little Pigs  The Three Billy Goats Gruff  Goldilocks and the Three Bears My First Fairy Tales by Mara Alperin	A windy day in spring: Charles Ghigna  Snow Rabbit, Spring Rabbit: A Book of Changing Seasons by Il Sung Na  The Changing Seasons: Spring by Paul Humphrey	Choose text that will engage cohort:  There Was an Old Lady Who Swallowed a Fly by Pam Adams Or Shark in the Park by Nick Sharratt or Rumble in the Jungle by Giles Andreae

## Spring 2

<b>Narrative</b> <b>Traditional Tales</b> 1 x 3 weeks	<b>Non fiction:</b> <b>Our world</b> 1 x 2 weeks	<b>Narrative:</b> <b>Traditional tales</b> 1 x 1 week
Texts link to topic	Texts linked to topic	Easter
The Enormous Turnip, Katie Dayne	Chicken Licken by Mandy Ross	<b>Diary of a Farmer, Angela Royston</b> or  Alternative texts: Cow Farm Animals Katie Dicker, or On the Farm (Usborne First Reader) Anna Milbourne  <b>Ladybird First Fabulous Facts: Minibeasts</b>  Alternative texts: Outdoor Explorers: minibeasts, Sandy Green Where to Find Minibeasts: Minibeasts under a stone, Sarah Ridley
A very Happy Easter, Tim Thornborough		

## Summer 1

Text linked to topic	Text linked to topic	Text linked to topic
<b>Poetry</b> <b>Song and rhymes</b> <b>1 x 2 weeks</b>	<b>Non fiction</b> <b>The natural world</b> <b>1 x 2 weeks</b>	<b>Nursery Stories and rhymes</b> <b>1 x 2 weeks</b>
Commotion in the Ocean by Giles Andreae	Exploring rock pools Jill McDougall	Ten Little Pirates, Mike Brownlow

## Summer 2

Text linked to topic	Text linked to topic	Text linked to topic	Text linked to topic
<b>Traditional Tales</b> <b>1 x 2 weeks</b>	<b>Non fiction</b> <b>Our World</b> <b>1 x 2 weeks</b>	<b>Narrative</b> <b>Stories about our world</b> <b>1 x 2 weeks</b>	<b>Poetry on a theme</b> <b>1 x 1 week</b>
Jack and the Beanstalk Anna Milbourne	What can you see in Summer? by Sian Smith	What the ladybird heard at the seaside by Julia Donaldson	Seaside rhymes Poems about seasons Brian Moses