



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.

SPAG Objectives EYFS

- Use phonic knowledge to write words
- Write some irregular common words
- Write simple sentences that can be read by themselves and others
- Some words spelt correctly and some are phonetically plausible

Autumn 1

Flexible Block 1 week (welcome and settling into class)	Poetry Song and rhyme 1 x 2 week	Narrative: Stories about our world 1 x 3 weeks
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Link to curriculum	Do you want to be friends?	
Texts to use:	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"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.
	Literacy	<ul style="list-style-type: none"> Write some letters accurately.
Reception	Physical development	<ul style="list-style-type: none"> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	<ul style="list-style-type: none"> Form lower case and capital letters correctly.
ELG goals	Physical development	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed.

Autumn 2

Poetry:	Narrative:	Narrative
Pattern and rhyme 1 x 1 week	Stories about our world 1 x 3 weeks	Nursery stories & rhyme 1 x 2 weeks
Text based	What happens when I fall asleep?	What happens when I fall asleep?
Choose a text to work around that will engage cohort: The terrible Plop by Ursula Dubosarsky One shoe two shoes Caryl Hart Each Peach Pear Plum by Alan Ahlberg	Can't you sleep little bear? Martin Waddell Or Peace at last by Jill Murphy	Usborne Big Book of Nursery rhymes, Felicity Brooks (To cover Hickory Dickory Dock and Hey diddle diddle as prep for next topic)

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Non fiction:	Poetry	
The natural world: seasons 1 x 3 weeks	Pattern and rhyme 1 x 1 week	
Link to Spring	Text based	
<p>A windy day in spring: Charles Ghigna</p> <p>Snow Rabbit, Spring Rabbit: A Book of Changing Seasons by Il Sung Na</p> <p>The Changing Seasons: Spring by Paul Humphrey</p>	<p>Choose text that will engage cohort:</p> <p>There Was an Old Lady Who Swallowed a Fly by Pam Adams</p> <p>Or</p> <p>Shark in the Park by Nick Sharratt</p> <p>or</p> <p>Commotion in the Ocean by Giles Andrae</p> <p>or</p> <p>Rumble in the Jungle by Giles Andrae</p>	

Spring 2

Narrative Traditional Tales 1 x 3 weeks	Non fiction: Our world 1 x 2 weeks	Narrative: Traditional tales 1 x 1 week
Half term topic: Do cows drink milk? Texts linked to topic	Half term topic: Do cows drink milk? Texts linked to topic	Easter
<p>Chicken Licken Song and Story Out of the Ark Music</p> <p>Chicken Licken by Mandy Ross</p>	<p>The Enormous Turnip Song and Story Out of the Ark Music</p> <p>The enormous turnip Katie Dayne</p>	<p>Diary of a Farmer, Angela Royston or</p> <p>Alternative texts: Cow Farm Animals Katie Dicker, or On the Farm (Usborne First Reader) Anna Milbourne</p> <p>A very Happy Easter, Tim Thornborough</p>

Summer 1

Poetry Song and rhymes 1 x 2 weeks	Non fiction The natural world 1 x 2 weeks	Nursery Stories and rhymes 1 x 2 weeks
Half term Topic: Who lives in a rock pool? Sea theme	Half term Topic: Who lives in a rock pool?	Half term Topic: Who lives in a rock pool?
Commotion in the Ocean by Giles Andreae	Exploring rock pools Jill McDougall	Ten Little Pirates, Mike Brownlow

Summer 2

Narrative Stories about our world 1 x 3 weeks	Non fiction Our Wold 1 x 2 weeks	Poetry on a theme 1 x 1 week
Half term Topic: What can you see in Summer?	Half term topic: What can you see in Summer?	Half term topic: What can you see in Summer?
What the ladybird heard at the seaside by Julia Donaldson	What can you see in Summer? by Sian Smith	Seaside rhymes Poems about seasons Brian Moses