

## English Curriculum Map

	Nursery	Reception	Year 1	Year 2
Autumn	<p><b>Phonics:</b> Phase 1</p> <p><b>Handwriting: Penpals F1 (within everyday provision):</b> Developing gross motor skills Developing fine motor skills Developing patterns</p> <p><b>Rhymes and Celebrations</b> 1, 2, 3 Little Ladybirds Humpty Dumpty 5 Currant Buns Twinkle, Twinkle Little Star Incy Wincy Spider <i>Brown Bear, Brown Bear</i>, Bill Martin Jr. (Pie Corbett) <i>We're Going on a Bear Hunt</i>, Michael Rosen (Pie Corbett)</p> <p>Poem / rhyme of the week Mark making area / role play areas</p>	<p><b>Phonics:</b> Phase 2 / Phase 3</p> <p><b>Handwriting:</b> Penpals F2 – curly caterpillar letters (c, a, d, s, o, g, q, e, f)</p> <p><b>Three Little Pigs</b> Re-tell a story following a story map, using finger puppets, role play Oral composition of sentences Write labels and lists Write speech bubbles</p>	<p><b>Phonics:</b> Phase 4 / Phase 5 (new GPCs)</p> <p><b>Handwriting:</b> Revision of Penpals Year F2, begin Penpals Year 1</p> <p><b>Ourselves and our senses</b> Write labels Recognise rhyming words</p> <p><b>The natural world</b> Write captions Separation of words with spaces How words can combine to make sentences</p> <p><b>Animals and toys</b> Write sentences Use full stops to demarcate sentences Writing lists Introduction of capital letters to demarcate sentences Add the '-s' or '-es' suffix for plurals Sequence sentences to form short narratives – oral focus</p>	<p><b>Phonics:</b> Phase 5 (alternative spellings)</p> <p><b>Handwriting:</b> Revision of Penpals Year 1, begin joins in Penpals Year 2</p> <p><b>Healthy Me / An Island Home</b> Fizzy Lifting Drinks – write a recount The Enormous Crocodile – write a set of instructions Harvest – write a vegetable poem <i>Katie Morag</i> – write a character profile Guy Fawkes and the Gunpowder Plot – using non-fiction texts <i>Rapunzel</i> – write a diary entry Christmas stories – reading for meaning</p>

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Spring	<p><b>Phonics:</b> Phase 1</p> <p><b>Handwriting: Penpals F1 (within everyday provision):</b> Developing gross motor skills Developing fine motor skills Developing patterns</p> <p><b>Jungle Animals and Growing</b> <i>Dear Zoo</i>, Rod Campbell (Pie Corbett) <i>The Very Hungry Caterpillar</i>, Eric Carle (Pie Corbett) <i>Rumble in the Jungle</i>, Giles Andreae Non-fiction books about animals living in different environments</p> <p>Poem / rhyme of the week Mark making area / role play areas</p>	<p><b>Phonics:</b> Phase 3</p> <p><b>Handwriting:</b> Penpals F2 – long legged giraffe letters (l, i, u, t, j, y) and one-armed robot letters (r, b, n, h, m, k, p)</p> <p><b>The Gingerbread Man</b> Re-tell a story following a story map, role play, sequencing Oral composition of sentences Generate describing words Write labels and lists Write captions Write simple instructions Generate rhyming words</p>	<p><b>Phonics:</b> Phase 5 (alternative pronunciations)</p> <p><b>Handwriting:</b> Penpals Year 1</p> <p><b>Traditional tales and winter</b> Write a character profile Use adjectives to describe characters Dialogue and speech Write a story opening Starter sentences Describing words (adjectives)</p> <p><b>Fairy tales</b> Join two sentences using 'and' Introduction to exclamation marks Write a story ending Features of effective story endings</p> <p><b>The local area</b> Use adjectives to describe the signs of spring Alliteration</p>	<p><b>Phonics:</b> Phonics for grammar and spelling</p> <p><b>Handwriting:</b> Penpals Year 2</p> <p><b>A Land Far, Far Away</b> <i>The Snow Queen</i> – write a story setting Native Americans – write about real events Rain – write an onomatopoeic poem <i>Traction Man</i> comic strip – write a story Traction Man's watch – write an explanation text</p>

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Summer	<p><b>Phonics:</b> Phase 1 throughout the year Phase 2 beginning</p> <p><b>Handwriting: Penpals F1 (within everyday provision):</b> Developing gross motor skills Developing fine motor skills Developing patterns</p> <p><b>Sand and water</b> <i>Clumsy Crab</i>, Ruth Galloway <i>Smiley Shark</i>, Ruth Galloway <i>Rainbow Fish</i>, Marcus Pfister <i>Oi Frog!</i>, Kes Gray</p> <p>Poem / rhyme of the week Mark making area / role play areas</p>	<p><b>Phonics:</b> Phase 3 / 4</p> <p><b>Handwriting:</b> Penpals F2 – zig-zag monster letters (z, v, w, x)</p> <p><b>The Little Red Hen</b> Re-tell a story following a story map, role play, sequencing and using puppets. Oral composition of sentences. Sentence structure focusing on a capital letter, finger spaces and punctuation. Sentence writing: thinking bubbles, writing simple instructions.</p>	<p><b>Phonics:</b> Phase 5 (alternative pronunciations / spellings)</p> <p><b>Handwriting:</b> Penpals Year 1</p> <p><b>The Gruffalo</b> Use verbs Write in the past tense ('-ed' suffix) Use adjectives to describe the features of characters Write a story</p> <p><b>Plants and Growing</b> Use verbs Write simple instructions</p> <p><b>At the seaside</b> Ask questions Write facts Ask and write questions Write in the past tense Write a recount</p>	<p><b>Phonics:</b> Phonics for grammar and spelling</p> <p><b>Handwriting:</b> Penpals Year 2</p> <p><b>Nature Detectives</b> <i>How to Catch a Star</i> – extend a story Slugs and snails – write a non-chronological report Year 2 summer trip – write a recount The Papaya That Spoke – write a story</p>