

# Communication and Language Curriculum - FS1

| AUTUMN TERM                      |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                     |
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| Curriculum focus/links           | Autumn term 1: Amazing Me!                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            | Autumn term 2: People who help us                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Genre and Text/Focus</b>      | <p>Structured, repetitive or cumulative</p> <p>Dear Zoo</p> <p>No-bot</p>                                                                                                                                                                                                                                            | <p>Rich language, illustrations and ideas</p> <p>My Dad</p> <p>Again!</p>                                                                                                                                  | <p>Book and language play</p> <p>Spooky, spooky, spooky!</p> <p>From head to toe</p>                                                                                                                                                                                                                                                                  | <p>Rhythmic and rhyming</p> <p>Ten little dinosaurs</p> <p>Brown bear, brown bear</p>                                                                                                                                                                                                                                                               |
| <b>Literacy focus objectives</b> | <p>Use some of their print and letter knowledge in their early writing (shopping lists)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>-we read English text from left to right, top to bottom</li> <li>-the names of the different parts of a book</li> </ul>      |                                                                                                                                                                                                            | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>-print has meaning</li> <li>-page sequencing</li> </ul>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Book related Vocabulary</b>   | <p><u>Dear Zoo:</u> zoo, send, animals (elephant, giraffe, lion, camel, snake, monkey, frog, puppy/dog), big, tall, fierce, grumpy, scary, jumpy, naughty, perfect</p> <p><u>No-bot:</u> robot, park, high, home, disappeared, heavy, drum kit, window box, shopping basket, hat, beach, sand castle, happy, sad</p> | <p><u>My Dad:</u> Dad, afraid, tightrope, wrestle, giants, strong, gorilla, hippopotamus, big, soft, wise, daft</p> <p><u>Again!:</u> again, story, read, mummy, nearly, bed time, tomorrow, favourite</p> | <p><u>From head to toe:</u> body parts (head, neck, shoulders, arms, hands, chest, back, hips, knees, legs, foot, toe), turn, bend, raise, wave, clap, thump, arch, wriggle, kick, stomp, wiggle.</p> <p><u>Spooky, spooky, spooky!</u><br/>Spooky, velvety, howling, web, egg, gobbling,, slimy snails, slithery slugs, dark, fireflies, bright.</p> | <p><u>Ten little dinosaurs:</u> dinosaur, little, hatching, walking, stomp, hungry, cavern, snarls, shrieks, duck, dive, charge, angry, wobbling, dodge, swish,</p> <p><u>Brown bear, brown bear:</u><br/>Colours brown, red, yellow, blue, purple, pink, green, black, white animals bear, bird, duck, horse, frog, cat, dog, sheep, goldfish.</p> |
| <b>Wider Vocabulary</b>          | <p><u>Topic related:</u> mum, dad, grandparents, uncle, auntie, brother, sister, pets , favourite, like, love.</p>                                                                                                                                                                                                   |                                                                                                                                                                                                            | <p><u>Topic related:</u> vet, librarian, teacher, nurse, doctor, paramedic, dentist, fire fighter, police officer, lifeguard</p>                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Transcription - handwriting</b> | Fine motor opportunities in continuous provision including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint) | Fine motor opportunities in continuous provision including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint) |
| <b>Phonics</b>                     | Phase 1 aspects 1-3 environmental sounds, instrumental sounds and body percussion. A mixture of these used throughout the week every week to revisit and consolidate learning.                                  | Phase 1 aspects 1-3 environmental sounds, instrumental sounds and body percussion. A mixture of these used throughout the week every week to revisit and consolidate learning.                                  |

### SPRING TERM

|                                  |                                                                                                                              |                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                              |
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| <b>Curriculum focus/links</b>    | <b>Spring 1: Terrific tales</b>                                                                                              |                                                                                                                                   | <b>Spring 2: Outdoor explorers</b>                                                                                                                             |                                                                                                                                                                              |
| <b>Genre and Text/Focus</b>      | <b>Structured, repetitive or cumulative</b><br><b>A dark, dark tale</b><br><br><b>Peace at last</b>                          | <b>Rich language, illustrations and ideas</b><br><b>Lost and found</b><br><br><b>Suddenly!</b>                                    | <b>Book and language play</b><br><br><b>Moo baa la la la</b>                                                                                                   | <b>Rhythmic and rhyming</b><br><br><b>Each peach pear plum</b><br><br><b>Say hello to all the animals</b>                                                                    |
| <b>Literacy focus objectives</b> | Develop their phonological awareness, so that they can:<br>-count or clap syllables in a word                                |                                                                                                                                   | Develop their phonological awareness, so that they can:<br>-spot and suggest rhymes                                                                            |                                                                                                                                                                              |
| <b>Book related Vocabulary</b>   | <u>A dark, dark tale:</u> dark, light, moor, wood, house, door, hall, stairs, passage, curtain, room, cupboard, corner, box. | <u>Lost and found:</u><br>Lost, found, penguin, follow, sad, help, home, missing, ignored, south pole, ship, row, lonely, search. | <u>Moo baa la la la:</u><br>cow, moo, sheep, baa, pigs, oink, rhinoceros, dog, snort, cat, kitten, duck, horse, neigh, quack.<br><br><b>NEED BOOK HERE (?)</b> | <u>Each peach pear plum:</u> peach, pear, plum, spy, cupboard, cellar, bars, hunting, asleep, ditch, witch, wood, den, safe, dry<br><br><u>Say hello to all the animals:</u> |

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|                                    | <u>Peace at last:</u> peace, late, tired, snore, living room, kitchen, bedroom, garden, car, sleep, awake.                                                                                                                              | <u>Suddenly:</u> suddenly, store, shopping, dashed, park, bully, enormous |                                                                                                                                                                                                                                                                   | Animals (sheep, pig, hen, chick, cow, duck, horse) dozy, sty, pen, barn, paddling, stable, hello, goodbye. |
| <b>Wider Vocabulary</b>            | <u>Topic related:</u> fairy tale/story, giant, prince/princess, castle, house, once upon a time, long ago, one day, happily ever after, suddenly, forest, wish, curse, witch, king, queen.                                              |                                                                           | <u>Topic related:</u> outdoors, indoors, weather, (coat, wellies, swimsuit, hat, gloves, sunglasses etc) warm, cold, autumn, winter, summer, spring, day, month, woodland/forest, beach, natural objects (pine cone, pine needles, sticks, stones, pebbles, sand) |                                                                                                            |
| <b>Transcription - handwriting</b> | Fine motor opportunities in continuous provision and focussed activities including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint) |                                                                           | Fine motor opportunities in continuous provision and focussed activities including cutting, stamping, printing, hole punching, pencil control, mark making with variety of medium (crayons, pens, pencils, chalks, shaving foam, paint)                           |                                                                                                            |
| <b>Phonics</b>                     | Revisiting aspects 1-3 through starter activities as well as a focus on aspect 4 and 5: rhythm and rhyme and alliteration.                                                                                                              |                                                                           | Revisiting aspects 1-3 through starter activities as well as a focus on aspect 4 and 5: rhythm and rhyme and alliteration.                                                                                                                                        |                                                                                                            |

| <b>SUMMER TERM</b>            |                                                                                                 |                                                                                               |                                             |                                                            |
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| <b>Curriculum focus/links</b> | <b>Summer 1: Eggs</b>                                                                           |                                                                                               | <b>Summer 2: Somebody swallowed Stanley</b> |                                                            |
| <b>Genre and Text/Focus</b>   | Structured, repetitive or cumulative<br><br>Mr Gumpy's Outing<br><br>The smartest giant in town | Rich language, illustrations and ideas<br><br>Full, full, full of love<br><br>Bear snores on! | Book and language play                      | Rhythmic and rhyming<br><br>Mr Magnolia<br><br>Trashy town |
| <b>Literacy</b>               | Develop their phonological awareness, so that they can:                                         |                                                                                               | Write some letters accurately.              |                                                            |

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| <b>focus objectives</b>            | Recognise words with the same initial sound<br>Write some or all of their name, with support.                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                      | Write some or all of their name.                                                                                                                                                                                                     |                                                                                                                                                                                                                        |
| <b>Book related Vocabulary</b>     | <p><u>Mr Gumpy's outing:</u> boat, river, children, rabbit, cat, squabble, dog, tease, pig, muck about, sheep, bleating, chicken, calf, trample, goat, kick, fields.</p> <p><u>The smartest giant in town:</u> giant, smart, scruffiest, gown, sandals, shirt, trousers, belt, tie, socks, shoes, sadly, stripy, sail, ruined, blisters, campsite, sleeping bag, bog, cold/coldest, comfortable, enormous</p> | <p><u>Full, full, full of love:</u><br/>Soft, warm, full, dishes, hungry, wait, uncle, auntie, cousin, friend, Sunday, food names (peas, chicken, yam, macaroni, cheese, potatoes, ham, beans, cobbler)</p> <p><u>Bear snores on:</u> cave, lair, woods, bear, mouse, crawls, damp, den, hare, slurps, badger, munch, gopher, mole, wren, raven, growl, grumble.</p> | <p><b>NEED BOOK HERE (?):</b></p> <p><b>NEED BOOK HERE (?):</b></p>                                                                                                                                                                  | <p><u>Mr Magnolia:</u> boot, trumpet, flute, frog, toad, newt, parakeet, suit, owl, chute, fruit, salute, magnificent, brute.</p> <p><u>Trashy town:</u><br/>Trash, gloves, empty, full, drive, dump, clean, town.</p> |
| <b>Wider Vocabulary</b>            | <p><u>Topic related:</u> To be introduced to and hear these words: egg, baby, mother/father, farm animal names and baby animal names (goat, kid, cow, calf, horse, foal, duck, duckling, hen, chick, sheep, lamb, pig, piglet, cat, kitten, dog, puppy), lifecycle, frog spawn, tadpole, froglet, frog, seed, shoot, seedling, flower/plant, egg, caterpillar, chrysalis, butterfly,</p>                      |                                                                                                                                                                                                                                                                                                                                                                      | <p><u>Topic related:</u> To be introduced to and hear these words: seaside, sea/ocean, sea animal names (jellyfish, shark, octopus, fish, seahorse, crab, stingray, starfish, turtle, sand, beach, shell, seaweed, recycle, bin,</p> |                                                                                                                                                                                                                        |
| <b>Transcription - handwriting</b> | Continue with daily gross and fine motor skills activities through continuous provision. Children to recognise and write some or all of own name using name card to support them.                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                      | Continue with daily gross and fine motor skills activities through continuous provision. Children to recognise and write name daily, encouraging correct formation.                                                                  |                                                                                                                                                                                                                        |
| <b>Phonics</b>                     | Revisiting aspects 1-5 as well as a focus on aspect 6 and 7: voice sounds and oral blending and segmenting                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      | Revisiting aspects 1-5 as well as a focus on aspect 6 and 7: voice sounds and oral blending and segmenting                                                                                                                           |                                                                                                                                                                                                                        |