Year Group/Phase- EYFS - Reception / Year 1					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** *(indicative not exclusive)*
1	All about me - Fiction	To visually track characters and actions in stories. Awareness of different characters. Be willing to sit for short story sessions.	***We are going on a bear hunt -*** Michael Rosen ***Brown bear, Brown bear -*** Bill Martin and Eric Carle ***Hungry Caterpillar -*** Eric Carle ***The Gruffalo -*** Julia Donaldson	S.*1To pay attention to dominant stimulus/have a concept of self and others. To enjoy listening to stories and to handle books appropriately*. S2. To recognise and respond to a language rich environment. S3. To begin to develop core gross and early fine motor skills needed for writing.	Point to and looks at objects when named. Has some favourite songs, rhymes and jingles.
2	Sparkle and Shine - - Fiction	To show enjoyment to a favourite book Show curiosity about illustrations and printed/digital books.			Begin to understand action in mark making Handles books, printed and digital reading material with interest
3	Animal World - - Fiction	To begin to identify and imitate sounds To engage in mark making			Notices pictures and symbols and begin to recognise what they stand for
4	My Colourful world - Fiction	To engage in mark making. To show enjoyment in exploring sounds.			Has interest in and anticipates books and rhymes and may have favourites. Begins to understand the cause and effect of their actions in mark making.
5	In the Garden - - Fiction	To develop gross and fine motor skills. To join in with actions.			Knows marks they make are of value. Is interested in and explores the sounds made by banging and tapping familiar objects.

6	Once upon a time. - Fiction	To join in with actions. Mark making with intent.			Repeats and uses actions, words or phrases from familiar stories. Fills in missing word or phrase in known rhyme or story.