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Print off each A4 page and then assemble your A2 poster like this:



# Hotlinks Literacy and C

Book	Genre	Basic Words	New/Interest Words	Letters & Sounds	Sentence Level	Text Level	Speaking & Listening	Maths	Science
 <b>Party Time</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists, instructions</li> </ul>	<ul style="list-style-type: none"> <li>a · going · look</li> <li>the · we · get · is</li> <li>some · to · pin</li> <li>fin · tin · bin</li> <li>grin</li> </ul>	<ul style="list-style-type: none"> <li>party · sweets</li> <li>strawberries</li> <li>crackers · drinks</li> <li>balloons · hats</li> <li>monster · toes</li> <li>fingers · arms</li> <li>nose · knee</li> <li>robot · clown</li> <li>penguin</li> </ul>	<b>Letters</b> Ff Gg Pp <b>Sounds</b> -in		<i>NLS Year 1 Term 1</i> 12 · 14 · 1 · 10 · 4	<b>Welcome to My Party</b> <ul style="list-style-type: none"> <li>To explore familiar themes and characters</li> <li>To respond to teacher-in-role</li> </ul>		<b>Body parts</b> <ul style="list-style-type: none"> <li>To recognise and compare the main external parts of the bodies of humans and other animals</li> </ul>
 <b>Hiss, Roar, Purr</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists, instructions</li> </ul>	<ul style="list-style-type: none"> <li>or · he · in · look</li> <li>up · have · I · is</li> <li>no · we</li> </ul>	<ul style="list-style-type: none"> <li>tiger · claws · jaws</li> <li>teeth · paws</li> <li>whiskers · stripes</li> <li>tree · roars · bed</li> <li>garden · house</li> <li>cupboard · food</li> <li>kitten · sleep</li> <li>stretch · hungry</li> <li>fish · sausages</li> </ul>	<b>Letters</b> Jj Kk Tt <b>Sounds</b> -at	<i>NLS Year 1 Term 1</i> 6 · 8 · 4	<i>NLS Year 1 Term 1</i> 2 · 5 · 6 · 7	<b>Performance Poetry</b> <ul style="list-style-type: none"> <li>To speak for different audiences</li> </ul>		<b>Baby Animals</b> <ul style="list-style-type: none"> <li>That humans and other animals can produce offspring which grow into adults</li> </ul>
 <b>Hop, Skip, Jump</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists, instructions</li> </ul>	<ul style="list-style-type: none"> <li>a · come · in</li> <li>over · up · along</li> <li>down · like · the</li> <li>we · and · I · on</li> <li>under · went</li> </ul>	<ul style="list-style-type: none"> <li>mouse · cheese</li> <li>monster · frog</li> <li>kangaroo · bird</li> <li>snake</li> </ul>	<b>Letters</b> Mm <b>Sounds</b> -og	<i>NLS Year 1 Term 1</i> 6 · 8 · 4	<i>NLS Year 1 Term 1</i> 2 · 10 · 3 · 11	<b>Messy Monsters</b> <ul style="list-style-type: none"> <li>To respond in role to create stories</li> </ul>		
 <b>Splish, Splash, Splash</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists, instructions</li> </ul>	<ul style="list-style-type: none"> <li>can · he · not</li> <li>we · they · did · in</li> <li>on · go · it · our</li> <li>got · like · she</li> </ul>	<ul style="list-style-type: none"> <li>boots · jump</li> <li>puddle · splash</li> <li>walk · grass</li> <li>slide · mud · run</li> <li>house · party</li> <li>penguin</li> </ul>	<b>Letters</b> Bb · Rr · Ww <b>Sounds</b> -et	<i>NLS Year 1 Term 1</i>	<i>NLS Year 1 Term 1</i> 5 · 9 · 7 · 11		<b>Island Adventure</b> <ul style="list-style-type: none"> <li>To understand properties of position and movement</li> </ul>	<b>Water Play</b> <ul style="list-style-type: none"> <li>To ask questions and explore materials and objects</li> </ul>
 <b>Clowning Around</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists, instructions</li> </ul>	<ul style="list-style-type: none"> <li>but · go · is · no</li> <li>to · comes · here</li> <li>it · not · we · day</li> <li>in · my · said</li> <li>would</li> </ul>	<ul style="list-style-type: none"> <li>summer · beach</li> <li>swimming · sand</li> <li>park · picnic · ball</li> <li>fair · ice cream</li> <li>pan · peaches</li> <li>sugar · bread</li> <li>table · parade</li> <li>mum · float · Pigs</li> <li>Cinderella · clowns</li> </ul>	<b>Letters</b> Cc · Ss <b>Sounds</b> -op	<i>NLS Year 1 Term 1</i> 6	<i>NLS Year 1 Term 1</i> 5 · 15 · 1 · 10	<b>Summer Days</b> <ul style="list-style-type: none"> <li>To re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.</li> </ul>	<b>Who's on parade?</b> <ul style="list-style-type: none"> <li>To count reliably at least 20 objects</li> <li>To read and write numerals from 0 to at least 20</li> </ul>	
 <b>Dad and me</b>	<ul style="list-style-type: none"> <li>stories with familiar settings</li> <li>signs, labels, captions, lists</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>at · just · on</li> <li>there · down</li> <li>like · our · under</li> <li>got · looked</li> <li>over · up · his</li> <li>looks · said</li> <li>went</li> </ul>	<ul style="list-style-type: none"> <li>hike · map · river</li> <li>forest · trees</li> <li>logs · shed</li> <li>wood · saw</li> <li>hammer · nails</li> <li>wood · paint</li> <li>paintbrush</li> <li>wheels · wagon</li> </ul>	<b>Letters</b> Hh · Ss <b>Sounds</b> -ug	<i>NLS Year 1 Term 2</i> 2 · 22	<i>NLS Year 1 Term 2</i> 4 · 14			<b>Who's Who?</b> <ul style="list-style-type: none"> <li>That all animals, including humans, grow and change as they get older</li> </ul>
 <b>On the Wild Side</b>	<ul style="list-style-type: none"> <li>traditional stories and rhymes fairy stories and poems with familiar, predictable and patterned language</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>along · here</li> <li>said · are · long</li> <li>shouted · came</li> <li>looked · this</li> <li>has · past</li> <li>went</li> </ul>	<ul style="list-style-type: none"> <li>earthquake · rock</li> <li>hippopotamus</li> <li>lizard · monkey</li> <li>elephant · zoo</li> <li>meercats · zebras</li> <li>elephants · lions</li> <li>monkeys · hippos</li> <li>giraffes · map</li> </ul>	<b>Letters</b> Ll · Vv · Zz <b>Sounds</b> -all	<i>NLS Year 1 Term 2</i> 5	<i>NLS Year 1 Term 2</i> 5	<b>Three Little Monkeys</b> <ul style="list-style-type: none"> <li>To learn and recite simple poems and rhymes with actions, and to re-read them from the text</li> </ul>	<b>Who's on parade?</b> <ul style="list-style-type: none"> <li>To count reliably at least 20 objects</li> <li>To read and write numerals from 0 to at least 20</li> </ul>	<b>All Animals eat and Drink</b> <ul style="list-style-type: none"> <li>That humans and other animals need food and water to stay alive them from the text</li> </ul>
 <b>Animal Antics</b>	<ul style="list-style-type: none"> <li>traditional stories and rhymes fairy stories and poems with familiar, predictable &amp; patterned language</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>and · dig · like</li> <li>said · are · do</li> <li>me · they · best</li> <li>dug · my · too</li> <li>big · he · not</li> <li>who</li> </ul>	<ul style="list-style-type: none"> <li>teeth · clean</li> <li>dog · police</li> <li>paper · zoo</li> </ul>	<b>Letters</b> Dd · Nn <b>Sounds</b> -ig	<i>NLS Year 1 Term 2</i> 4 · 5	<i>NLS Year 1 Term 2</i> 5 · 25	<b>Characters speak</b> <ul style="list-style-type: none"> <li>To act out own and well known stories to different audiences</li> </ul>	<b>Number of Animals</b> <ul style="list-style-type: none"> <li>count reliably at least 20 objects</li> <li>count on/back in ones from any small number</li> <li>compare two familiar numbers, say which is more or less</li> </ul>	
 <b>Rainy Days</b>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>asked · can · of</li> <li>today · at · could</li> <li>said · what · be</li> <li>it · says · will · by</li> <li>looked · this</li> <li>with</li> </ul>	<ul style="list-style-type: none"> <li>days of the week</li> <li>rain · sunny · TV</li> <li>zoo · string</li> <li>kitten · tail · kite</li> <li>cat's cradle</li> <li>thread · beads</li> </ul>	<b>Letters</b> Xx · Yy <b>Sounds</b> -ay away, day, play	<i>NLS Year 1 Term 3</i> 6 · 7	<i>NLS Year 1 Term 3</i> 1 · 2 · 20			<b>Water Evaporation</b> <ul style="list-style-type: none"> <li>To ask questions and decide how they might find the answers to them</li> </ul>
 <b>Crickle, Crackle, Pop</b>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>as · called · some</li> <li>these · away</li> <li>little · their · they</li> <li>big · please</li> <li>them · were</li> <li>there's · bigger</li> <li>shouted · with</li> </ul>	<ul style="list-style-type: none"> <li>dinosaurs · truck</li> <li>plants · necks</li> <li>predators · teeth</li> <li>claws · horns</li> <li>spikes · eggs</li> <li>nests · babies</li> <li>hungry · snake</li> <li>frog</li> </ul>	<b>Letters that go together</b> cr · sl · sn <b>Sounds</b> -ake ~ snake -ide ~ slide	<i>NLS Year 1 Term 3</i> 1 · 2	<i>NLS Year 1 Term 3</i> 19 · 21 · 4 · 15	<b>Crickle, Crackle, Pop</b> <ul style="list-style-type: none"> <li>To become aware of character and dialogue, e.g. by role playing parts when reading aloud stories or plays with others</li> </ul>	<b>How Tall Are We?</b> <ul style="list-style-type: none"> <li>To select and use appropriate mathematical equipment when solving problems involving measures or measurement</li> </ul>	<b>Babies Grow</b> <ul style="list-style-type: none"> <li>To know that humans and other animals produce offspring and that these offspring grow into adults</li> </ul>
 <b>The Snowman's Cold</b>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with</li> </ul>	<ul style="list-style-type: none"> <li>all · getting · I'll</li> <li>I'm · it's · keep</li> <li>played · playing</li> </ul>	<ul style="list-style-type: none"> <li>fiction · non-fiction</li> <li>rescue</li> <li>mountain · smell</li> </ul>	<b>Letters that go together</b>	<i>NLS Year 1 Term 3</i> 1 · 2	<i>NLS Year 1 Term 3</i> 17 · 18 · 6	<b>The Snowman's Cold</b> <ul style="list-style-type: none"> <li>To prepare and</li> </ul>		<b>Ice Fun</b> <ul style="list-style-type: none"> <li>To ask questions and decide how to</li> </ul>

# Cross-Curricular Links

B

	History	Geography	Design & Technology	PE	Information Technology	PSHE	Music	Art and Design	Additional Activities
... and ... ... of ... ... other	<b>Parties in the Past</b> • To find out about aspects of the past		<b>Invitation to a Party/ Designer Partybags</b> • To work with tools, equipment materials, and components to make quality products	<b>Monsters Transform/ Happy Birthday Monster</b> • To use movement imaginatively, responding to stimuli.	<b>Let's Find Out</b> • To gather information from a variety of sources	<b>I Like Parties Because ...</b> • To recognise what they like and don't like. • To share their opinions	<b>Happy Birthday!</b> • To use their voices expressively • To play tuned and untuned instruments	<b>Material Monsters</b> • To investigate the possibilities of a range of materials and processes	PCM's • 1 • 2 • 3 • 4
...s and ... ... other ... bringing ... ... into		<b>Tiger's Home, My Home</b> • To recognise how places compare with other places	<b>Make A Stretchy Cat</b> • To measure, mark out, cut, shape, assemble, join and combine materials and components	<b>Dance: Tiger on the Prowl</b> • To change the rhythm, speed, level and direction of their movements <b>Gym: Stretching Cats</b> • Create and perform fluent sequences	<b>Let's Find Out</b> • To gather information from a variety of sources	<b>Lost!</b> • To recognise, name and deal with their feelings in a positive way	<b>Catty Songs!</b> • To sing with others • To rehearse and perform with others	<b>Fantastic Tiger Masks</b> • To investigate the possibilities of a range of materials and processes	PCM's • 5 • 6
	<b>Street Games now and then</b> • How to find out about the past from a range of sources of information		<b>Hop, Skip, Jump</b> • To assemble, join and combine materials and components	<b>On the Move</b> • To create and perform dances using simple movement patterns	<b>Research Street Games (links with History)</b> • To gather information about street games		<b>Hop, Skip, Jump</b> • To explore, choose and organise sounds and musical ideas	<b>Messy Monster Collage</b> • To try out tools and techniques and apply these to materials and processes including drawing	PCM's • 7 • 8
...ions ...l		<b>Looking at Islands &amp; Land of the Penguins</b> • To use globes and maps • To identify and describe what places are like		<b>On a Muddy Walk &amp; Penguins on the Move</b> • To express and communicate ideas and feelings			<b>Penguins' Rhythms</b> • To play tuned and untuned instruments	<b>Penguin Landscape</b> • To represent observations, ideas and feelings and design and make images and artifacts	PCM's • 9 • 10
				<b>Our Parade:</b> • To perform movement phrases using a range of body actions and body parts		<b>Smile!</b> • To recognise what they like and dislike, • To take part in discussions with the whole class	<b>Clumsy Clown:</b> • To control instruments • To use sounds expressively to illustrate a story	<b>Summer Days</b> • To try out tools and techniques and apply these to materials and processes including drawing	PCM's • 11 • 12 • 43
...nals, ...nans, ...nge ...der	<b>Time Passes</b> • To place events and objects in chronological order • To use common words and phrases relating to the passing of time	<b>Take a Hike</b> • To use a map to plan a route	<b>Make a Wagon</b> • To select tools, techniques and materials for making their product				<b>Singing Rap:</b> • What is meant by a steady beat	<b>Gathering and Observing</b> • To record from first-hand observation, experience and imagination, and explore ideas	PCM's • 13 • 14
...at ...s ...imals ...d ...alive ...ie				<b>Along Came the Animals</b> • To use movement imaginatively, responding to stimuli, including music, and performing basic skills		<b>Freedom or Captivity</b> • To take part in a simple debate about topical issues	<b>No Lions Here</b> • To control pulse and rhythm		PCM's • 15 • 16
	<b>Fluffy Friends</b> • How to decide whether an object is old or new • To describe the characteristics of old and new objects		<b>Moving Animals</b> • That simple sliding mechanisms can be used to create movement • To model and make their product using appropriate techniques	<b>Who Is Best?</b> • To compose and link movement phrases to make simple dances with clear beginnings, middles and ends				<b>Storyboard Pig</b> • To represent observations, ideas and feelings, and design and make images and artifacts	PCM's • 17 • 18 • 44
...ions ...ow ...nd ...o	<b>Skipping &amp; Street Games</b> • To identify differences between ways of life at different times		<b>Rainy Day Box</b> • To measure, mark out, cut and shape a range of materials	<b>Let's Go to the Park</b> • To compose and link movement phrases to make simple dances with clear beginnings, middles and ends			<b>Rainy Day</b> • To play tuned and untuned instruments • To explore, choose and organise sounds and musical ideas	<b>Stringy Prints</b> • To try out tools and techniques and apply these to materials and processes	PCM's • 19 • 20
...at ...other ...uce ...that ...g ...lts				<b>Snake Slide, Frog Hop!</b> • To explore movement ideas and respond imaginatively to a range of stimuli			<b>Dinosaur Stomp</b> • To use sounds expressively to illustrate a story	<b>What's In the Egg?</b> • To represent observations, ideas and feelings and design and make artifacts	PCM's • 21 • 22
...ions ...ow ...to		<b>Animals of the Ice and Snow</b> • To identify and		<b>Snow Dance</b> • To compose and link movement			<b>Storm!</b> • How to combine pulse and rhythm	<b>Snow Scene</b> • To try out tools and techniques	PCM's • 23 • 24

 <p><b>Shake and Shiver</b></p>	<ul style="list-style-type: none"> <li>fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>I'm • it's • keep</li> <li>played • playing</li> <li>shouted • some</li> <li>their • them</li> <li>were • what</li> <li>why • with</li> </ul>	<ul style="list-style-type: none"> <li>fiction • rescue</li> <li>mountain • smell</li> <li>snow</li> </ul>	<p><b>together</b> gr • sk • sn</p> <p><b>Sounds</b> -ee • -ow</p> <p><b>Endings</b> -ing • -ly</p>	<p><b>Term 3</b> 1 • 2</p>	<p><b>Term 3</b> 17 • 18 • 4 • 14</p>	<p><b>Cold</b></p> <ul style="list-style-type: none"> <li>To prepare and re-tell stories orally, identifying and using some formal features of story language</li> </ul>		<ul style="list-style-type: none"> <li>To ask questions and decide how to find answers</li> <li>To use first hand experience and information sources to answer questions</li> </ul>
 <p><b>Flip, Flap, Fly</b></p>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>adventure</li> <li>another • asked</li> <li>away • back</li> <li>beautiful • began</li> <li>brought • cried</li> <li>faster • high</li> <li>higher • that</li> <li>their • very • what</li> </ul>	<ul style="list-style-type: none"> <li>kite • robber</li> <li>chimney • leaves</li> <li>narrator • ball</li> <li>motor • wood</li> <li>wings • plane</li> </ul>	<p><b>Letters that go together</b> fl • sw</p> <p><b>Sounds</b> -ight • -ite • -y</p> <p><b>Endings</b> -er • -est</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 5 • 6</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 2 • 5 • 13</p>			<p><b>Bird Diary</b></p> <ul style="list-style-type: none"> <li>To relate life processes to animals and plants in the local environment</li> </ul>
 <p><b>Jeepers Creepers</b></p>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>along • around</li> <li>bigger • grew</li> <li>everywhere • got</li> <li>hello • live • put</li> <li>something • their</li> <li>want • was • were</li> <li>what • your</li> </ul>	<ul style="list-style-type: none"> <li>frog • prince</li> <li>princess • golden</li> <li>narrator • ball</li> <li>well • butterfly</li> <li>wide-mouthed</li> <li>frog • snake</li> <li>grasshopper</li> </ul>	<p><b>Letters that go together</b> fr • pr • tr</p> <p><b>Sounds</b> -ea • ee</p> <p><b>Endings</b> -er</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 5 • 6</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 5 • 13 • 3</p>	<p><b>Jeepers Creepers</b></p> <ul style="list-style-type: none"> <li>To learn and recite simple poems and rhymes, with actions, and to read them from the text</li> </ul>	<p><b>Five Little Speckled Frogs</b></p> <ul style="list-style-type: none"> <li>To use the correct language symbols and vocabulary associated with number and data</li> </ul>	<p><b>Life in the Pond</b></p> <ul style="list-style-type: none"> <li>To relate life processes to animals and plants in the local environment</li> </ul>
 <p><b>In My Garden</b></p>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>day • every • fly</li> <li>grew • I'll • it's</li> <li>little • live • our</li> <li>there • they</li> <li>took • was</li> <li>watched • wish</li> <li>would</li> </ul>	<ul style="list-style-type: none"> <li>backyard • plant</li> <li>tree • leaves • red</li> <li>yellow • golden</li> <li>green • plant</li> <li>garden • palace</li> <li>empress • vase</li> <li>flowers</li> </ul>	<p><b>Letters that go together</b> fl • th</p> <p><b>Sounds</b> -ai • -ace • -ate •</p> <p><b>Endings</b> -ies • -s</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 2 • 6</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 7 • 14 • 4</p>	<p><b>The Girl Who Wished</b></p> <ul style="list-style-type: none"> <li>To prepare and re-tell stories orally, identifying some of the more formal features of story telling.</li> </ul>	<p><b>Counting Puzzles</b></p> <ul style="list-style-type: none"> <li>To understand addition and use related vocabulary</li> <li>To recognise that addition can be done in any order</li> </ul>	<p><b>The Butterfly's Story</b></p> <ul style="list-style-type: none"> <li>To relate life processes to animals and plants in the local environment</li> </ul>
 <p><b>By The Sea</b></p>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>always • back</li> <li>bring • called</li> <li>children • could</li> <li>cried • friends</li> <li>let's • made</li> <li>make • please</li> <li>stopped • there's</li> <li>took • when</li> </ul>	<ul style="list-style-type: none"> <li>sun • house • sea</li> <li>children • fish</li> <li>sharks • seals</li> <li>dolphins • whales</li> <li>sunrise • sunset</li> <li>diving • salmon</li> <li>humpback • crab</li> <li>eel • lobster</li> <li>manta ray</li> </ul>	<p><b>Letters that go together</b> ch • cl • fl • spl</p> <p><b>Sounds</b> -ai • -ay • -ale • ei</p> <p><b>Endings</b> -ed</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 3 • 6</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 3 • 4 • 15</p>	<p><b>A Day by the Sea is Fun</b></p> <ul style="list-style-type: none"> <li>To respond as themselves in a fictional setting</li> </ul>	<p><b>Full to Capacity</b></p> <ul style="list-style-type: none"> <li>To select and use appropriate equipment and materials when solving shape and space problems</li> </ul>	
 <p><b>Down on the Farm</b></p>	<ul style="list-style-type: none"> <li>stories about fantasy worlds, poems with patterned and predictable structures</li> <li>information texts</li> </ul>	<ul style="list-style-type: none"> <li>about • after</li> <li>around • away</li> <li>back • farm</li> <li>grow • help</li> <li>know • look</li> <li>plant • raise</li> <li>said • what</li> <li>where • world</li> </ul>	<ul style="list-style-type: none"> <li>well • goat</li> <li>camel • water</li> <li>swap • village</li> <li>Wise Woman</li> <li>potato • farm</li> <li>sprouted • plant</li> <li>shoots • eggshells</li> <li>scarecrow • slugs</li> <li>snails • shed</li> </ul>	<p><b>Letters that go together</b> ck • wh</p> <p><b>Sounds</b> -ea • -ee</p> <p><b>Words that go together</b> barnyard • farmyard eggshells • scarecrow</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 3 • 6</p>	<p><b>NLS Year 1</b> <b>Term 3</b> 4 • 8 • 13 • 20</p>	<p><b>Where-I-can-Dance</b></p> <ul style="list-style-type: none"> <li>To consider character, motive and story development by reflecting on own drama</li> </ul>		
 <p><b>Friends and Families</b></p>	<ul style="list-style-type: none"> <li>stories and a variety of poems with familiar settings</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>about • along</li> <li>around • but</li> <li>cried • don't</li> <li>family • friends</li> <li>has • he's • very</li> <li>we'll • were</li> <li>when • you</li> <li>your</li> </ul>	<ul style="list-style-type: none"> <li>Grandpa • knits</li> <li>socks • hats • tent</li> <li>teddy • holiday</li> <li>swimming • raced</li> <li>kayaking • bikes</li> <li>paddling • fishing</li> <li>hiking • cooked</li> <li>sausages • stories</li> <li>starry sky</li> </ul>	<p><b>Letters that go together</b> Kk</p> <p><b>Sounds</b> -ai • -ee • -ea • -e</p> <p><b>Beginnings</b> -a</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 6</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 7 • 4</p>	<p><b>Poor J</b></p> <ul style="list-style-type: none"> <li>To adopt appropriate roles in small or large groups</li> </ul>		
 <p><b>Those Animals</b></p>	<ul style="list-style-type: none"> <li>stories and a variety of poems with familiar settings</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>again • always</li> <li>beautiful • just</li> <li>friends • never</li> <li>saw • them • this</li> <li>very • want</li> <li>wanted • we're</li> <li>were • when</li> <li>wonderful</li> </ul>	<ul style="list-style-type: none"> <li>weather • windy</li> <li>family • pictures</li> <li>beach • water</li> <li>sand • flies • boat</li> <li>pirate • desert</li> <li>camels • snakes</li> <li>spiders • dog</li> <li>donkey • rooster</li> <li>cat • robbers</li> </ul>	<p><b>Letters that go together</b> br • sh • scr • sm</p> <p><b>Beginnings</b> -un</p> <p><b>Opposites</b> cold/hot old/new happy/unhappy inside/outside</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 2 • 3</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 3 • 4 • 5</p>	<p><b>There's No Place Like Home</b></p> <ul style="list-style-type: none"> <li>To explore themes and characters</li> </ul>	<p><b>Parrot and bee count in threes!</b></p> <ul style="list-style-type: none"> <li>To create and describe number and record patterns related to addition</li> </ul>	
 <p><b>Fun and Games</b></p>	<ul style="list-style-type: none"> <li>stories and a variety of poems with familiar settings</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>everyone • smiled</li> <li>favourite • funny</li> <li>riends • have</li> <li>helps • laughed</li> <li>let's • made • next</li> <li>play • still • then</li> <li>then • they</li> <li>watched • hello</li> </ul>	<ul style="list-style-type: none"> <li>path</li> <li>gardener • thump</li> <li>spade • rammer</li> <li>bulldozer • path</li> <li>Wednesday</li> <li>riding • instructor</li> <li>groom • ponies</li> <li>saddle • helmet</li> </ul>	<p><b>Letters that go together</b> sp • wh</p> <p><b>Sounds</b> -ee -zz -oo</p> <p><b>Word together</b> doorbell skateboard ringmaster spaceman</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 1 • 2 • 6</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 1 • 4 • 11</p>	<p><b>The Throw Away Box</b></p> <ul style="list-style-type: none"> <li>To use texts, materials, artifacts, images and objects as a stimulus for drama</li> </ul>		
 <p><b>What's Cooking?</b></p>	<ul style="list-style-type: none"> <li>stories and a variety of poems with familiar settings</li> <li>instructions</li> </ul>	<ul style="list-style-type: none"> <li>after • another</li> <li>enough • how</li> <li>hungry • often</li> <li>once • over • saw</li> <li>still • wanted</li> <li>was • which</li> <li>while • who</li> <li>wonderful</li> </ul>	<ul style="list-style-type: none"> <li>mother • poor • pot</li> <li>woman • magic</li> <li>porridge • cooking</li> <li>peanut butter</li> <li>honey • chocolate</li> <li>chip • bread • ham</li> <li>knives • plates</li> <li>tomato sauce</li> <li>toppings • coffee</li> </ul>	<p><b>Letters that go together</b> ch • wh</p> <p><b>Words Together</b> himself herself maybe yourself</p> <p><b>Describing Words</b> beautiful delicious wonderful</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 1</p>	<p><b>NLS Year 2</b> <b>Term 1</b> 1 • 6 • 12 • 17</p>	<p><b>Our 'Hotlinks Cakes</b></p> <ul style="list-style-type: none"> <li>To select and use appropriate mathematical equipment when solving problems involving measures or measurements</li> </ul>	<p><b>What's Cooking?</b></p> <ul style="list-style-type: none"> <li>To understand that all animals, including humans, need food and drink to live</li> </ul>	

ions ow to hand id swer		<b>and Snow</b> • To identify and describe where places are		• To compose and link movement phrases to make simple dances with clear beginnings, middles and ends			• How to combine pulse and rhythm	• To try out tools and techniques and apply these to materials and processes including drawing	• 23 • 24
plants	<b>White Dove</b> • To recognise why people did things, why events happened and what happened as a result	<b>Migration</b> • To use globes, maps and plans at a range of scales	<b>Design a Bird Table</b> • To generate ideas by drawing on their own and other people's experience	<b>Flying</b> • To express and communicate ideas and feelings				<b>Kite Design</b> • To try out tools and techniques and apply these to materials and processes including drawing	PCM's • 25 • 26
nd plants			<b>Make a Game</b> • To generate ideas by drawing on their own and other people's experiences	<b>Tadpole Trouble</b> • To use movement imaginatively, responding to stimuli and performing basic skills			<b>The Frog Hop</b> • To understand what is meant by pitch • To control the expressive elements		PCM's • 27 • 28
's plants				<b>Flyers, leapers, Creepers</b> • To use movement imaginatively, responding to stimuli including music and performing basic skills		<b>Creepy Crawlies</b> • To share their opinions on things that matter to them and explain their views		<b>My backyard Bug</b> • To use a range of materials and processes	PCM's • 29 • 30 • 45
	<b>Promenading</b> • To identify the difference between ways of life at different times		<b>Sand Castle Design</b> • To communicate their ideas using a variety of methods including drawing and making models	<b>Dive with Me</b> • To create and perform dances using simple movement patterns			<b>Sounds the Sea Brings</b> • To explore expressive use of sounds. To explore dynamics (loud, quiet)		PCM's • 31 • 32
		<b>Farms around the World</b> • To identify and describe what places are like	<b>Our Bird Scarers</b> • To communicate their ideas by drawing plans. • To select tools, techniques and materials for making their product	<b>Anyone for a Dance</b> • To create and perform dances using a range of movement patterns, including those from different times, places and cultures			<b>Old MacDonald had a Farm</b> • To use different voices and find their singing voice • To control pulse and rhythm	<b>Bean Collage</b> • To explore a range of starting points for practical work • To use a range of materials and processes	PCM's • 33 • 34
	<b>Tool of the Trade</b> • To find out about the past from a range of sources of information	<b>Postcards and E-mails</b> • To develop the knowledge, skills and understanding through the study of two locations		<b>Jobs and Workers</b> • To create and perform dances using simple movement patterns including those from different times and cultures	<b>E-Mail Pals</b> • To enter and store information in a variety of forms • To use the internet and send an e-mail	<b>We didn't know a clown could be a father too</b> • To identify and respect the differences and similarities between people			PCM's • 35 • 36
		<b>There's No Place Like Home</b> • To use globes, maps and plans				<b>What I like about ...</b> • To recognise what they like and dislike • To share their opinions on things that matter to them • To listen to other people	<b>The Spelling Bee</b> • To create musical patterns	<b>Save the Animals</b> • To represent observations, ideas and feelings, and design and make images and artifacts	PCM's • 37 • 38
	<b>Games We Play</b> • To identify between different ways of life at different times		<b>Toys in the Future</b> • To communicate their ideas using a variety of methods, including drawing and making models	<b>Sports Are Fun</b> • To play simple competitive net, striking/fielding and invasion type games that they and others have made		<b>Safety First</b> • To agree and follow rules for their group and classroom (school) and understand how rules help them		<b>Sports Still Life</b> • To record from first-hand observation, experience and imagination	PCM's • 39 • 40
ing? nd als, mans, d				<b>The Big Brown Pot</b> • To use movement imaginatively, responding to stimuli including music, and performing basic skills		<b>The Magic of Sharing</b> • To recognise how their behaviour affects other people	<b>The International Eating Song!</b> • To use their voices expressively by singing songs and speaking chants and rhymes	<b>A Healthy Plateful</b> • To record from first hand information, experience and imagination and explore ideas	PCM's • 41 • 42