Layer 2: Coverage Document

Year R 2025-2026

			Prime Area						Prime Area									SPECIFIC AREA:									SPECIFIC AREA:					
			Communication and Language						Literacy									Understanding the World									Expressive Arts and Design					
			Listening, Attention & Understanding			Speaking:			Comprehension			Word Reading			Writing			Past and Present			People, Culture & Communities			The Natural World			Creating with Materials			Being Imaginative and Expressive		
			Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Make comments about what they have heard and ask questions to clarify their understanding;	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Anticipate – where appropriate – key events in stories;	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Say a sound for each letter in the alphabet and at least 10 digraphs;	Read words consistent with their phonic knowledge by sound-blending;	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed;	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Write simple phrases and sentences that can be read by others.	Talk about the lives of the people around them and their roles in society;	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Share their creations, explaining the process they have used;	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher;	Sing a range of well-known nursery rhymes and songs;	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
		September 2021 Statutory EYFS Framework																													
Themes	Books																														
Being Me in My World	Starting School by Janet and Allan Ahlberg	Focus on transcription in phonics Provision: Mark making, writing name, writing labels, letter formation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Colour Monster		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pumpkin Soup by Helen Cooper		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Let's Celebrate	Kippers Birthday	Code: initial letter Provision: Birthday cards and invitations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Robins Winter Song by Suzanne Barton		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Stickman by Julia Donaldson	Code: initial letter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	One Snowy Night – Nick Butterworth	Code: CVC man	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Snow Globe Family – Jane O Connor	Code: phonic use, letter formation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Jolly Christmas Postman	Code: phonic use, letter formation Provision: Christmas Cards, Letters, Lists	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Superheroes	Super Tato	Code: phonic use, letter formation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Zog	Provision: Superhero Speech bubbles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Provision: Thank you posters and letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Traditional Tales	Goldilocks and the Three Bears	Sequencing, retelling a story, labelling, captions, speech bubbles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Gingerbread Man		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3 Little Pigs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vets and Pets Plants	Hospital Dog	Life cycle of a plant	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Oliver's Vegetables	Plant Markers & Posters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Oliver's Fruit Salad		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Minibeasts	The very hungry caterpillar	Write simple phrases and sentences, story wiritng, potcards	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Mad about Minibeasts (poems)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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