

NURSERY LONG TERM PLAN – LITERACY FOCUS

		<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
		<u>ME AND MY FAMILY</u>	<u>TIME TO CELEBRATE</u>	<u>WONDERFUL WINTER</u>	<u>SPRING AND GROWING</u>	<u>MARVELLOUS MINIBEASTS</u>	<u>WE'RE ALL GOING ON A SUMMER HOLIDAY</u>
Key Texts		Owl Babies Elmer(Ogden Trust Science) Brown Bear, Brown Bear (Ogden Trust Science) WOW! Said the Owl (Ogden Trust Science)	The Colour Monster (PSED) Nativity Story Dear Santa Peace At Last (Ogden Trust Science)	Little Lost Penguin The Three Little Pigs (Ogden Trust Science) Pete and his Groovy Buttons (Maths) Bear (Ogden Trust Science)	Jack and the Beanstalk Jasper's Beanstalk It's Not A Daffodil Mr Archimedes Bath (Ogden Trust Science) The Three Billy Goats Gruff (Ogden Trust Science)	<u>The Very Hungry Caterpillar</u> And other Eric Carle stories Pip & Posy (Ogden Trust Science)	Train Ride The Champion Hare What the Jackdaw Saw (Ogden Trust Science) Dig, Dig, Digging ()
Linked songs and rhymes (5 key songs to learn each half term)		Tommy Thumb Incy Wincy Spider Heads, Shoulders, Knees & Toes If You're Happy & You Know It Humpty Dumpty	1 little, 2 little, 3 little angels Baa Baa Black Sheep Twinkle Twinkle Ride, ride, ride your camel Jack & Jill	5 Little Snowmen Row row row your boat Hickory Dickory dock 4 little Teddy Bears sitting on a Chair	Old MacDonald 5 little peas in a pea pod pressed Sing a Song of Sixpence I'm a Little Bean 5 Little Ducks	There's a little caterpillar on a leaf 5 little speckled frogs Grand Old Duke of York 5 little monkeys 12345 Once I Caught a Fish Alive	Wheel on the Bus/train 5 Little Men in a Flying Saucer A sailor Went to Sea 5 little Fire Fighters Down at the Station
General Themes		Settling in period, learning routines, meeting new friends, learning their names My family and our nursery family: nursery family display & children's family photographs displayed	Birthdays Goldilocks <u>The Three Little Pigs</u> Christmas Autumn-Winter Diwali <u>PSED:</u> Learning about different feelings (The Colour Monster)	Chinese New Year Mental Health Week <u>PSED:</u> Mental Health Week (Focus Book: Have You Filled A Bucket Today?)	<u>Seeds, plants and growing</u> <u>PSED:</u> Learning about caring our environment (plants)	<u>PSED:</u> Respect for our environment, and other animals	<u>PSED:</u> Getting ready for the new year. Transition from nursery to reception
Enrichment Opportunities including trips/visitors/special events		Harvest Birthdays Seasonal Walks	Bonfire Night Christmas Nativity performance Diwali Black History Month Remembrance day Nursery rhyme week Seasonal Walks <u>Birthdays</u> Children in Need Parent/Carer <u>Stay and Play</u> sessions	Tree Planting Day <u>Valentine's Day</u> <u>Chinese New Year</u> <u>Lent</u> <u>Seasonal Walks</u> <u>Birthdays</u> Shrove Tuesday Mental Health Week	<u>Planting seeds</u> <u>Mother's Day</u> <u>Easter Egg hunt</u> <u>Birthdays</u> Parent/Carer <u>Stay and Play</u> sessions Book Week World Book Day Seasonal Walks	<u>Police/fire fighter visit to school</u> <u>Birthdays</u> Seasonal Walks	<u>Father's Day</u> <u>End of year celebration and party</u> <u>Birthdays</u> Nursery Sports Day Seasonal Walks Farm animal visit to school

Communication & Language

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Communication & Language	Listening, Attention & Understanding	<ul style="list-style-type: none"> -Pay attention to one thing at a time: listen 1:1 to develop independence within daily routine. -Enjoy listening to stories -Listen to short stories with illustrations/props/sounds. -follow an instruction with one part: linked to daily routine, key person groups activities, special events, e.g. Autumn walk. -Understand simple questions about who, what & where. -getting to know one another, new learning space, daily routine & learning choices. -Recount of events: own experiences. Begin to understand some why questions related to own experiences: Autumn time, family events, special nursery events. 	<ul style="list-style-type: none"> -Pay attention to one thing at a time: Participate in short multi-sensory key person group time. -Enjoy listening to stories and begin to remember much of what happens. -Recall key events in stories/name key characters. -Understand simple questions about who, what & where. -Recount of events: stories. 	<ul style="list-style-type: none"> -Enjoy listening to stories & remember much of what happens. -Participate in small story time sessions. -Through questioning recall key story events: who, what, where. -Join in with simple text retelling using some actions/words. -Begin to understand and follow a 2 part instruction: linked to daily routine. Begin to show an understanding of some prepositions: in/on/under. -Begin to listen to others in a small group with support. 	<ul style="list-style-type: none"> -Through questioning recall key story events: who, what, where, why. -Begin to shift attention from one thing to another when needed and given a prompt. -Begin to understand and follow a 2 part instruction: linked to child initiated learning. -Understand some why questions within Child initiated learning, songs & story time. Begin to show an understanding of some prepositions: up/down/next to. 	<ul style="list-style-type: none"> -Enjoy listening to longer stories with increased attention. -Can answer a range of questions: who, where, what. -Shift attention from one thing to another with prompt. -Understand and follow a 2 part instruction: across the daily routine with confidence & independence. -With support begin to answer using some full sentences. -Show an understanding of some prepositions within instruction: behind/in front of. -Listen to others in a small group, turn taking with use of prop, e.g. talking when holding teddy. 	<ul style="list-style-type: none"> -Enjoy listening to longer stories with increased attention & can remember much of what happens. -Can answer a range of questions: continue working on who, where, & what (giving relevant comments). -Understand & respond confidently to simple why questions: within a range of contexts across the daily routine. -Begin to shift attention from one thing to another (without prompt). -Use language of prepositions: up/down/next to.
	Speaking	<ul style="list-style-type: none"> -Begin to use vocabulary linked to: daily routine, themes, key knowledge. -Learn new rhymes & begin to develop a repertoire of songs (see focus songs list for each half term): join in with actions/props/words. -Begin to talk about a familiar book 1:1, comment on illustration. - Develop communication, begin to use different tenses. -Start a conversation with an adult / friend. 	<ul style="list-style-type: none"> -Begin to use a wider range of vocabulary linked to: daily routine, themes, key knowledge. -Learn further new rhymes & developing a repertoire of songs (half term focus songs list): join in with actions/props/words. -Begin to talk about a familiar book 1:1, comment on character/event/part. - Develop communication by using different tenses. -Begin to use talk to organise selves / play. -Begin to use longer sentences of 4/6 words. 	<ul style="list-style-type: none"> -Sing a range of rhymes/songs when part of a group. -Learn new rhymes & practise old ones, further developing a repertoire of songs (half term focus songs list): join in with actions/props/words. --Continue to develop communication: use future and past tense (not always correctly). -Begin to express a point of view: likes & dislikes. 	<ul style="list-style-type: none"> -Learn new rhymes & consolidate old ones, developing a repertoire of songs (see focus songs list for each half term): join in with actions/props/words. - Talk about a familiar book and begin to tell a simple story: using illustrations/ props, name main characters, sequence main events. -Continue to develop communication: use longer sentence of 4/6 words, begin to join sentences with 'and', start a conversation with an adult/friend & begin to continue it with many turns, use talk to organise selves/play. -Begin to retell a simple past event in correct order. 	<ul style="list-style-type: none"> --Sing a large repertoire of songs: continue to learn new rhymes & regularly join in singing previous ones learned (see focus songs list for each half term) -Use a wide range of vocabulary in a range of contexts: Linked to daily routine/themes/key knowledge. -Talk about a familiar book and tell a longer story. -Develop communication: begin to use a wider range of tenses (some correct), use longer sentences (4-6 words), join sentences with 'like' and 'because'. -Use talk to: express a viewpoint-likes/dislikes, debate. 	
	Provision Opportunities	<ul style="list-style-type: none"> -Colour Monster feelings display -Whole class circle games, e.g. pass the ball, bug in a rug and pass the smile -Lots of opportunities for small group work (develop/build relationships, learn the names of their friends) -Our Nursery family display -Adults in setting support children during continuous provision and enhance provision according to children's interests -Tooth Tim 					

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		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Literacy	Phonics/ Reading	<p>Pre-Phonics: Phase 1, Aspect 1</p> <ul style="list-style-type: none"> -Distinguish between different environmental sounds -To develop awareness of sounds and rhythms -To distinguish between sounds and to remember patterns of sound -To talk about sounds we make with our bodies and what the sounds mean <p>-Handle books carefully and correctly, learning about the different parts: front cover, spine, back cover</p> <ul style="list-style-type: none"> -Learn that print has meaning and identify some familiar logos -Begin to learn that print is read from left to right (adult modelling) -Enjoy sharing a book on a 1:1 basis -Begin to recognise own name with visual support 	<p>Pre-Phonics: Phase 1, Aspect 2</p> <ul style="list-style-type: none"> -Distinguish between instrumental sounds -To experience and develop awareness of sounds made with instruments and noise makers -To listen to and appreciate the difference between sounds made with instruments -Develop a wide vocabulary to talk about the sounds instruments make <p>-Name some book parts</p> <ul style="list-style-type: none"> -Learn that print has meaning in relation to environmental labels with photograph (resources) -Understand that print is read from left to right -Enjoy sharing a book in a small group -Begin to read own name with visual support 	<p>Pre-Phonics: Aspect 3</p> <ul style="list-style-type: none"> -Distinguish between sounds – body percussion -Develop awareness of sounds and rhythms -Distinguish between sounds and remember patterns of sound -Talk about sounds we make with our bodies and what the sounds mean <p>Aspect 4: Rhythm and rhyme</p> <ul style="list-style-type: none"> -To experience and appreciate rhythm and rhyme -Develop awareness of rhythm and rhyme in speech to increase awareness of words that rhyme and to develop knowledge about rhyme. -Talk about words that rhyme and to produce rhyming words <p>-Develop enjoyment of sharing books and listen to stories during whole class story time</p> <ul style="list-style-type: none"> -Begin to recognise the first letter/s in their name without visual support (self-registration cards/name writing card) 	<p>Pre-Phonics: Aspect 5</p> <ul style="list-style-type: none"> -To develop understanding of alliteration -To explore how different sounds are articulated, and to extend understanding of alliteration -To listen to sounds at the beginning of words and hear the differences between them. <p>Aspect 6- Voice sounds</p> <ul style="list-style-type: none"> To distinguish between the differences in vocal sounds, including oral blending and segmenting -To explore speech sounds -To talk about the different sounds that we can make with our voices <p>-Active participation during small group and whole class story times, e.g. joining in with repeated phrases</p>	<p>Pre-Phonics: Aspect 7</p> <ul style="list-style-type: none"> -To develop oral blending and segmenting of sounds in words -To listen to phonemes within words and to remember them in the order in which they occur -To talk about the different phonemes that make up words. <p>RWI Phonics: Children of Reception age by August 24 to begin phonics programme, learning set 1 sounds</p>	<p>RWI Phonics: Children of Reception age by August 24 to continue with the programme, learning set 1 sounds</p> <ul style="list-style-type: none"> -Learn to segment and blend sounds to read some simple cvc words, e.g. mat, sat, pin, pit etc
	Writing	<ul style="list-style-type: none"> -Add some marks to their drawings, which they give meaning to, e.g. 'that's says Mummy' -Make marks on paper to represent their name -Begin to understand that print has meaning: Point to marks, talk about marks made 	<ul style="list-style-type: none"> -Begin to engage in purposeful mark making -Begin to use some print/letter knowledge in writing: lines, circles.. - Begin to understand that print has meaning: label their marks 	<ul style="list-style-type: none"> -Begin to sequence letters in name (name card and cards to match/order) -Develop purposeful mark making: telephone messages, signing in sheet, shop labels/signs 	<ul style="list-style-type: none"> -Develop ability to use some print/letter knowledge in writing: lines, circles, left to right directionality, top to bottom -Begin to attempt to write name, using name card (tracing) 	<ul style="list-style-type: none"> -Further develop ability to use some print/letter knowledge in writing: left to right directionality, top to bottom directionality -Develop ability to write own name using name card, copying some letters which are correctly formed 	<ul style="list-style-type: none"> -Write own name by copying and begin to write from memory with correct letter formation -Engage in purposeful mark making -Begin to match some letters to phonemes, e.g. m for mummy
	Provision Opportunities	<p>Maths area Continuous Provision activities linked to current teaching and learning Self Registration board focussing on subitising to 5 Maths Number Display and Class Number Line Maths Working Wall</p>					

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