

English – Autumn 1 (Nursery)

Focus: Nursery Rhymes

Planning is flexible as we are always ready to seize upon any opportunities/new experiences which may arise or children's interests

Hook for Learning:

- Mary's Garden(outdoors)
- Nursery Rhymes and rhyming books
- Nursery Rhyme shop (Role play)

Additional Stories:

- Each Peach Pear Plum
- The Gingerbread Man
- Hairy McClary
- You Choose
- One Fish two fish red Fish Blue Fish
- Various traditional Nursery Rhymes

Writing:

22-36 months

- Distinguishes between the different marks they make.

30-50 months:

Sometimes gives meaning to marks as they draw and paint.

- Ascribes meanings to marks that they see in different places

Reading:

22-36 months

Has some favourite stories, rhymes, songs, poems or jingles.

- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30-50 months

Listens to and joins in with stories and poems, one-to-one and also in small groups.

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.

Communication and Language - Speaking

22-36months

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Beginning to use word endings (e.g. going, cats).

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Communication and Language - Listening and Understanding

22-36months

Identifies action words by pointing to the right picture, e.g. "Who's jumping?"

- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
 - Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).
 - Developing understanding of simple concepts (e.g. big/little).
- Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs and rhymes.
 - Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

30-50 months

- Responds to simple instructions, e.g. to get or put away an object.
 - Beginning to understand 'why' and 'how' questions
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 - Focusing attention – still listen or do, but can shift own attention.
 - Is able to follow directions

English –Weekly Focused Activities

Week 1:

General settling in period

Week 2:

General settling in period

Baseline assessment

Week 3: Each Peach Pear Plum

Baseline assessment

Week 4:

- Hairy McClary from Donaldson's Dairy
- Baseline assessment

Week 5:

* **General rhyming books and stories**

Week 6:

The Gingerbread Man

Week 7

The Gingerbread Man

