

# English – Spring 1 (Nursery)

## Focus: Colour/Chinese New Year

\*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:

Little Red Riding Hood Story  
Little Red Riding Hood Role Play  
Painters and Decorators Role Play  
Elmer Stories

### Additional Stories:

Brown Bear Brown Bear story  
The Little chameleon story  
The Colour Monster story  
Take a walk on a rainbow story

### Ideas for home:

- Share a traditional story
- Practise initial sound recognition
- Make an Elmer the elephant model
- Sing the rainbow song to a grownup/friend

### 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

#### 40-60 months:

- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels, captions
- Attempts to write short sentences in meaningful contexts

### 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.

#### 40-60 months

- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet

## **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).

### **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.

### **40-60 months:**

- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise sequence and clarify thinking ideas feelings an events
- Introduces a storyline or narrative into their play

## **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

### **40-60months:**

- Maintains attention, concentrates and sits quietly during appropriate activity
- Two – channelled attention – can listen and do for a short span
- Responds to instructions involving a two part sequence
- Listens and responds to ideas expressed by others in conversation or discussion

# English –Weekly Focused Activities

## Week 1

- Discuss what did you get for Christmas? (Circle time - Speaking and Listening)

## Week 2:

- Little Red Riding Hood Story – Story sequencing

## Week 3:

- Elmer story – Invitations to Elmer’s party

## Week 4:

- **Assessment Week**

## Week 5:

- The Little Chameleon story

## Week 6:

- Take a walk on the rainbow story

## Week 7

**CHINESE NEW YEAR FOCUS WEEK - Link to dragons (Use CBeebies Video Clip - Celebrating Chinese New Year)**

- Children to make Chinese New Year cards – write own name inside