

English – Summer 1 (Nursery)

Focus: Minibeasts

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:

- Minibeast investigation lab (Role play)
- Minibeast exploration area (outdoor role play)

Additional Stories:

- The Very Hungry Caterpillar
- The Bad Tempered Ladybird
- The Very Lazy Ladybird
- Various non fiction books about minibeasts

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

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

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

Begins to read words and simple sentences

Uses vocab and forms of speech that are increasingly influenced by their experiences of books

Enjoys an increasing range of books

Knows that information can be retrieved from books and computers

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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- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
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40-60

extends vocab especially by grouping and naming exploring the meaning and sounds of new words

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

40-60

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

Understands humour eg nonsense rhymes, jokes

Able to follow a story without pictures or props

Listens and responds to ideas expressed by others in conversation or discussion

English –Weekly Focused Activities

Week 1:

The Very Hungry Caterpillar – story sequencing at own level of ability

Week 2:

The Very Hungry Caterpillar – mimibeast matching game – matching initial sounds and reading/spelling cvc words

Week 3: The Bad Tempered Ladybird – segmenting and blending cvc words and writing simple sentences

Week 4:

- Assessment week

Week 5:

*** The Bad tempered Ladybird – developing writing at own level**

Matching phonemes and graphemes (phase 2) and developing letter formation

Week 6:

The Very Lazy Ladybird – recalling a familiar story

Writing about a story at own level of development – initial sounds, words or simple sentences

Developing pencil control and letter formation

Week 7

