




| NURSERY  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--|--|---|---|---|---|--|
|  | <b>All About Me</b>  | <b>Me and My World</b>  | <b>Superheroes in the City</b>  | <b>Traditional Tales</b>  | <b>The Animal Kingdom</b>   | <b>Around the World</b>  |
| <b>Communication and Language Nursery</b><br>                         | <p>Time to Talk Assessments</p> <p>Share lots of stories linked to theme and interests.</p> <p>Listening Game</p> <p>Bear Hunt week focused on phase one phonics.</p> <p>We're Going on a Sound Hunt activity</p> <p>Mindfulness activities - increase attention span</p> <p>Use of write stuff picture power to assess children's understanding.</p> <p>Use of cosy corner to chat about stories.</p> <p>Circle time</p> <p>Use of 'Write Stuff' to encourage talk in different areas</p> <p>Talking about ourselves/our families/our likes and dislikes</p> <p>*Time to Talk Programme<br/>*Circle Time</p>  | <p>Use of The Write Stuff - Fantastics to encourage and develop vocab – picture power</p> <p>Nursery Rhyme Week – a rhyme a day</p> <p>Phase One Phonics – a focus on Aspect 1-3</p> <p>*Time to Talk Programme<br/>*Circle Time</p>  | <p>TIME TO TALK ASSESSMENTS</p> <p>Use of The Write Stuff - Fantastics to encourage and develop vocab – picture power/word collector</p> <p>We will talk about the role of healthy food in staying healthy.</p> <p>We will sing rhymes.</p> <p>We will talk about celebrations at home.</p> <p>Phase One Phonics</p> <p>Phase Two Phonics</p> <p>*Time to Talk Programme<br/>*Circle Time</p> | <p>We will share different traditional tales and have lots of opportunities to talk about them. Our key texts will be Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk and The Gingerbread Man. We will find out about different story beginnings and endings.</p> <p>Use of The Write Stuff - Fantastics to encourage and develop vocab and share knowledge of story – picture power/word collector</p> <p>Phase One Phonics planning</p> <p>Lots of opportunities to share key songs/rhymes</p> <p>Continuous provision to contain rhyming spoons/story spoons/phase one activities/key texts</p> <p>*Time to Talk Programme<br/>*Circle Time</p>  | <p>TIME TO TALK ASSESSMENTS</p> <p>Share theme using books, small world figures and use of picture power – T to play alongside chn in imaginative play.</p> <p>Use of The Write Stuff - Fantastics to encourage and develop vocab and share knowledge – picture power/word collector</p> <p>Phase One Phonics planning</p> <p>Lots of opportunities to share key songs/rhymes</p> <p>Continuous provision to contain rhyming spoons/story spoons/phase one activities/key texts</p> <p>*Time to Talk Programme<br/>*Circle Time</p>   | <p>During free flow, woodland mornings and adult led activities, adults will model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?" "The floor was wet not long ago, I wonder what happened to the water?"</p> <p>Adults will use a variety of open-ended questions during free flow, woodland mornings and adult led activities. The use of open ended questions will encourage more thinking and longer responses. Sustained shared thinking will also be encouraged.</p> <p>We will collect a variety of new vocabulary from our topic.</p> <p>*Time to Talk Programme<br/>*Circle Time</p> |
| <b>Literacy Nursery</b><br>   | <p>The children will learn how to listen to different sounds in the environment and be able to distinguish between them (Aspect 1). We will be developing our phonological awareness further by learning lots of different rhymes and listening to rhyming stories. We will begin to clap the syllables in our name.</p> <p>We will develop our love of books by sharing stories with an adult, with a friend or looking at them alone. The adults will be encouraging lots of talk about stories and encourage joining in with stories.</p> <p>We will be noticing some print, such as the first letter of our name or a familiar logo.</p> <p>Furthermore, children will be developing their early writing skills by mark making in lots of different ways. They will be encouraged to make marks on their pictures to stand for their name.</p> <p>We will begin to practice writing our name.</p> <p><b>Literacy Tree unit:</b> So Much (adapted for Autumn 1)</p> | <p>The children will continue with phase one phonics sessions. We will be exploring environmental sounds, instrumental sounds and sounds using our bodies (Aspect 1-3).</p> <p>We will introduce a new phoneme each week (s, a, t) - look out for linked activities via Class Dojo.</p> <p>Stories this half term will include; Red Visits the Dentist (animated story), Sparks in the Sky, Firefighter Story, Give Us a Smile Cinderella, Father Christmas Needs a Wee, Dinosaur Christmas and Dear Santa.</p> <p>We will also be taking part in 'World Nursery Rhyme Week'. The rhymes will include; Head, shoulders, knees and toes, Incy wincy Spider, Wind the Bobbin Up, Down in the Jungle, Sleeping Bunnies (you could practise singing these rhymes at home).</p> <p>We will continue to encourage the children to enjoy drawing freely and add marks to their drawings, which they give meaning to, e.g. 'That says mummy'.</p> <p>We will be practising our name writing through lots of different activities - e.g. using the light boards, tracing over their name using paintbrushes and water.</p> <p><b>Literacy Tree Unit:</b> Magic Paintbrush (adapted for Autumn 2)</p> | <p>Phase 1 Phonics – Aspect 4 - Rhythm and Rhyme (rhymes/syllables)/Aspect 5 – Alliteration/Aspect 6 – Voice Sounds/Aspect 7 – Oral Blending and Segmenting</p> <p>Phase 2 Phonics – letters t, p, i, n, m</p> <p>10 minute pledge – ensure each time we talk about different parts of the book</p> <p>Weekly name practise</p> <p><b>Literacy Tree Unit:</b> Little Red</p>                  | <p>Key texts – one taught each week with opportunities to explore the books</p> <p>Jack Hartman – Different parts of a book song</p> <p>Use of role play area/cosy corner to support story telling and conversations about stories</p> <p>Phase 1 Phonics – Aspect 4 - Rhythm and Rhyme (rhymes/syllables)/Aspect 5 – Alliteration/Aspect 6 – Voice Sounds/Aspect 7 – Oral Blending and Segmenting</p> <p>Phase 2 Phonics – letters - b, g, o, e</p> <p>10 minute pledge – ensure each time we talk about different parts of the book</p> <p>Weekly name practise</p> <p><b>Literacy Tree Unit:</b> The Tiny Seed</p>   | <p>Key texts – one taught each week with opportunities to explore the books and talk about them</p> <p>Use of cosy corner to support conversations about stories</p> <p>Phase 1 Phonics session each day</p> <p>Phase 2 Phonics – letters - u, c, h, f, r</p> <p>10 minute pledge – ensure each time we talk about different parts of the book</p> <p>Weekly name practise</p> <p>Create 'The Hungry Caterpillar' story map – use pictures and use</p> <p>'The Hungry Caterpillar' – Why did the caterpillar get so fat?</p> <p>Dear Zoo – Why is the ... not a good pet? Why is the dog a good pet?</p> <p>Creating a treasure map</p> <p>Encourage lists in the role play area – shop/vets</p> <p><b>Literacy Tree Unit: Where the Wild Things Are (adapted for Summer 2)</b></p> | <p>Weekly name practice</p> <p>Phase 1 Phonics each day</p> <p>Phase 2 Phonics – letters (s a t p i n m d g o b e u c h f r) new letters – l for London and k for koala</p> <p>Key Texts: My World Your World, Peppa Visits London, The Koala Who Could, Paris A Book of shapes, A Walk Around Paris, The Great Wall of China – non-fiction text</p> <p><b>Literacy Tree Unit: Look Up! (adapted for Summer 2)</b></p>   |
| <b>RECEPTION</b><br><b>Communication and Language Reception</b><br> | <p>Children will develop strategies to maintains attention, concentrate and sit quietly during appropriate activities. They will use mindfulness to prepare for times where more attention/focus is required.</p> <p>Children will respond to instructions involving a two-part sequence. The FANTASTICS will be introduced in areas around the classroom such as the small world and home corner as a prompt for talk.</p>  | <p>Children will be introduced to new vocabulary when learning about festivals such as bonfire night, Diwali, advent and Christmas. They will be encouraged to use this new vocabulary in different contexts and to ask questions to find out more.</p> <p>We will engage in non-fiction books to explore these festivals further.</p> <p>We will also ask the children to recall their experiences of family celebrations and describe them in some detail.</p>  | <p>We will use the Superhero story of Michael Recycle to encourage children to consider how the environment is influenced by human activity whilst gaining new topic related vocabulary.</p> <p>We will share Superhero tales using books, small world figures, role play, poems, songs and more!</p>   | <p>Children will be using talk to help work out problems and organise thinking and activities explain how things work and why they might happen. They will listen to and talk about stories to build familiarity and understanding. Retelling the stories, once they have developed a deep familiarity with the text.</p> <p>We will be exploring a variety of traditional tales using picture power and our FANTASTIC lenses to promote talk and dig deeper into the text.</p> <p>Children will also participate in our whole school science week which we will link to Jack and the Beanstalk. Investigations and experiments that take place during that week will encourage your child to use talk to solve problems.</p> | <p>Children will 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.</p> <p>They will make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>A first-hand experience at the farm will allow for children to respond to their experience with relevant questions and comments. When sharing non-fiction texts and Go Jetter's adventures use discussions and circle time to encourage the children to engage in conversations about what they have read or watched.</p>      | <p>Children will learn to 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. They will continue to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>We will introduce the children to various destinations around the world through photographs, videos, artefacts books, sharing food and children's lifestyles. Through this range of experiences, we hope to provide your child with the opportunity to talk and to build a rich vocabulary.</p>  |

Literacy  
Reception

