



**Literacy**

**Autumn 1 – Once upon a time...**

**Key Texts;**

3 Little Pigs- *Traditional Tail*

3 Billy Goats Gruff- *Traditional Tail*

**Comprehension**

*During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the key texts ‘The Three Little Pigs’ and ‘The 3 Billy Goats Gruff’ read fluently without interruption.

Pupils will engage in The Three Little Pigs being told as a sensory story, where they will explore including straw, sticks and bricks using all their senses in hands-on exploration

Pupils will discuss key events from familiar stories. Adults will model using sequential language - for example: first, next, after that, then, at the end when talking about stories.

Pupils will learn the following songs to support their understanding of the story

The Three Little Pigs;

- Knock, Knock Went the Wolf
- Poor Three Little Pigs
- Pigs where are you?
- The Wise Pig

**Word Reading**

When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.

Pupils will learn how to hold a book the correct way around and handle books carefully. They will learn how to turn the pages one at a time from right to left.

Pupils will become familiar with seeing their own names written down.

**Phonics**

Pupils will develop their listening and attention skills through Social Circles. During these small group activities they will develop the following skills;

Good sitting;

- To focus attention
- To encourages turn taking

Good looking

- To focus attention onto a speaker
- To develop essential communication skills
- To demonstrates social respects and interest

Good listening

- To develop active listening to spoken language

**Writing**

*During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will take part in ‘Squiggle as you Wiggle’ activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will develop their fine motor skills. They will do this by;

- Popping as many bubbles on bubble wrap in the time given using a pincer grip. This will be repeated so that the ‘doing hand’ and ‘helping hand’ are reversed. Pupils will also explore using both hands simultaneously to pop bubbles.
- Using a pincer grip/ tripod grasp to clips as many pegs onto a washing line as they can in a given amount of time. Pupils will explore swapping between their ‘doing hand’ which is opening the pegs and the ‘helping hand’ which is holding the washing line.
- Threading beads/ pasta/ bobbins onto a lace or pipe cleaner using their pincer grip
- Pushing pegs into a peg board/ pins into a pin board, using their pincer grip and tripod grasp to pick up and hold the



<p>Pupils will learn the following songs to support their understanding of the story</p> <p>The Three Billy Goats Gruff;</p> <ul style="list-style-type: none"> <li>• Out Jumps the Troll</li> <li>• Over the Bridge</li> </ul> <p>Pupils will explore a 3 Little Pigs Story sack containing;</p> <ul style="list-style-type: none"> <li>• 3 pig small world figures</li> <li>• Wolf soft toy/ puppet</li> <li>• Straw, sticks and bricks</li> <li>• pot</li> </ul> <p>They will use this story sack to develop their understanding of characters and key events from the story.</p> <p>Pupils will be asked a range of simple questions based on level 1 of Blank’s Levels of Questioning. These questions will focus on the books ‘The Three Little Pigs’ and ‘The Three Little Pigs’.</p> <p>Pupils will explore using their voices to make sounds to match parts in the story. For example;</p> <ul style="list-style-type: none"> <li>• The 3 little pigs –<i>snorting sounds</i>.</li> <li>• Mummy pig waving them off – <i>crying sound</i>.</li> <li>• Building a house with straw – <i>swish, swish</i>.</li> <li>• Building a house with sticks – <i>cracking sound</i>.</li> <li>• Building a house with bricks – <i>banging sound</i>.</li> <li>• The Big, Bad Wolf – <i>growling sound</i>.</li> <li>• The Big, Bad Wolf blowing the houses – <i>blowing/puffing sound</i>.</li> <li>• The little pigs running to the next house – <i>whreeeeeeee</i>.</li> </ul> <p>Pupils will use percussion instruments to make the sounds from different parts of the stories ‘The Three Little Pigs’ and ‘The Billy Goats Gruff’, such as the wolf</p>	<ul style="list-style-type: none"> <li>• To develop pupils understanding of language</li> <li>• To raise pupil self esteem</li> </ul> <p>Good turn taking</p> <ul style="list-style-type: none"> <li>• To develop essential social and communication skills</li> <li>• To develop conversational skills</li> <li>• To develop an awareness of others</li> <li>• To strengthens relationships with peers</li> </ul> <p>Pupils will also develop their auditory discrimination skills through exploring environmental sounds.</p> <p>This term pupils will;</p> <ul style="list-style-type: none"> <li>• Recall sounds they have heard</li> <li>• Discriminate between the sounds</li> <li>• Describe the sounds they hear</li> <li>• Identify sounds inside and outside</li> <li>• Identify animals by sound and imitate the sounds</li> <li>• Identify different sounds and place them in context</li> <li>• Match sounds to an object</li> <li>• Identify similar sounds</li> <li>• Identify hidden sounds</li> </ul> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<p>pegs/pins when pushing them in. They will use their ‘helping hand’ to help hold the peg/pin board steady.</p> <ul style="list-style-type: none"> <li>• Picking up individual coins using their tripod grasp and posting them into a money box.</li> <li>• Using pipettes in the Water to transfer water from one container to another container</li> <li>• Using dough to rolling a ball with their ‘doing hand’ and making smaller balls using a pincer grip and a tripod grasp</li> <li>• Rolling up strips of paper</li> <li>• Tearing paper into strips, using their ‘helping hand’ to hold the paper as their ‘doing hand’ tear the paper.</li> <li>• Threading lace- different materials will also be used alongside the lace, e.g., colanders, lacing boards, lacing picture cards. Pupils will use their ‘helping hand’ to hold the object being laced, and use their ‘doing hand’ to lace, holding the lace with their tripod grasp. Pupils will practise threading the lace back and forth through the lacing object.</li> <li>• Using tweezers to move items e.g., chickpeas/pasta/rice from a surface into a tub. They will use their pincer grip/ tripod grasp to control the tweezers</li> </ul> <p>Pupils will have daily opportunity to scribble randomly and mark-make on a range of different surfaces and textures in the indoor and outdoor environment. Pupils will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will use Stabilo handwriting pencils to develop their tripod grasp. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and</li> </ul>
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landing in the pot, the pigs running away from the wolf and the pigs building their houses, The goat trip trapping over the bridge etc. Some instrument or noisemakers could include:

- Little Billy Goat – *tapping a triangle*
- Middle-Sized Billy Goat – *tapping a wood block*
- Big Billy Goat – *tapping a drum*
- Troll – *shaking a tambourine*
- River – *shaking a bottle of water or turning a rainmaker*

Pupils will discover wolf foot prints on the ground and a classroom which has been ransacked by the big bad wolf.

Pupils will explore a 3 Billy Goats Gruff story sack containing;

- 3 Billy Goat Gruff puppets of different sizes
- Troll puppet
- Artificial grass
- Small world bridge

They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will discover a mysterious letter from the troll and look for clues around the classroom to find out more about the Troll and the 3 Billy Goats.

Pupils will use role play masks to act out the story of the Three Billy Goats Gruff and the Three Little Pigs. They will begin to tell stories in their own words and using direct phrases from the story. They will explore voices of different characters, such as a little voice for the small goat and a big voice for the large goat.

climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.

- Using crayons which have been snapped in half, the pointed side intact, at the writing table.
- Using short pencils which don't allow for a full fist grip
- Using a cotton-bud and paint to make dots and paint

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop motor control.



## Literacy

### Autumn 2- Magnificent Me!

#### Key Texts;

Eyes, Nose, Fingers and Toes- *Judy Hindley*

Itchy Bear- *Neil Griffiths*

Kippers Birthday- *Mick Inkpen*

#### Comprehension

*During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the texts 'Eyes, Nose, Fingers and Toes', 'Itchy Bear' and 'Kippers Birthday' read fluently and without interruption.

Pupils will explore a Birthday prop box containing the following items;

- Paper party plates, plastic cutlery, paper cups straws and empty drink bottles. Plastic 'party' food.
- Balloons and streamers
- Cards, wrapping paper, gift bag, ribbon/ bows and gift tags
- Party invitations
- Badges with ages on
- Party clothes

Pupils will spend time exploring the items, thinking about their use and purpose. They will link the items to key events in the story 'Kippers Birthday'.

Pupils will plan their own party for Kipper. They will discuss what they need to prepare for the party and be involved in setting up the party.

Pupils will role-play being a party host and being a guest.

#### Word Reading

Pupils will learn that writing conveys meaning through exploring Birthday/ Christmas cards and birthday party invitations, shopping lists, ingredient list and recipes.

When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be drawn to where the text is, and how English print is read left to right and top to bottom.

Pupils will have daily opportunities to handle books, developing their awareness of holding them the correct way around and handling them carefully. They will learn how to turn the pages one at a time from right to left.

Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name card (with photo) from a small group of other names.

#### Phonics

Pupils will explore voice sounds. They will play range of speaking and listening games such as 'Doggy Doggy Where's Your Bone?'.

Pupils will also explore tone, pitch and tempo through songs and rhymes. They will learn a range of action songs and perform actions in time to a song. They will develop

#### Writing

*During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will explore mark making on cards, gift tags and party invitations. They will use their name cards and begin to make marks which resemble letters from their name.

Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will develop their ability to scribble spontaneously in different directions, e.g., straight line, circle. They will develop their ability to control and change the direction of the pencil on the page through;

- Following instructions with lights or ribbons; e.g., "Make a line up the wall, from down on the floor, all the way up to the ceiling",
- Playing follow the Leader using circular and diagonal movements, e.g., "walk around the cone...now the other way" to help them learn language of direction ('up', 'down', 'round', 'back' etc).



<p>In response to the story 'Kippers Birthday' and as part of their party planning, pupils will make a birthday cake and discuss the ingredients. Adults will model using sequential language - for example: first, next, after that, then, at the end when talking about the sequence.</p> <p>Pupils will be asked a range of simple questions based on level 1 of Blank's Levels of Questioning. These questions will focus on the books 'Kippers Birthday' and 'Itchy Bear' and involve concrete thinking.</p> <p>Pupils will explore vocabulary linked to key texts and be encouraged to use new vocabulary throughout the day. Pupils will explicitly learn the names of body parts; eyes, nose, mouth, lips, toes and fingers, thumbs, head, neck, arms, legs, shoulders and knees through the text 'Eyes, Nose, Fingers and Toes' and 'Itchy Bear'.</p> <p>Pupils will explore a range of early verbs such as; drink, sleep, jump, run, sit, wash, eat, brush, look, smell, listen, yawn, clap, laugh and sing (vocabulary taken from the key text 'Eyes, Nose, Fingers and Toes') Pupils will explore miming these verbs.</p> <p>When listening to the story Itchy Bear, pupils will work in pairs to play Body Bingo- one child will be the 'body board' and lie down on the floor. The rest of the pupils will stick sticky notes onto different parts of their body when they hear the name of a body part being called out in the story</p>	<p>their auditory memory through singing a range of call and response songs and echo story telling.</p> <p>This term pupils will;</p> <ul style="list-style-type: none"> <li>• Distinguish between the differences in vocal sounds</li> <li>• Make sounds with voice e.g- tick tock for a clock</li> <li>• Sustain their listening throughout a story</li> <li>• listen for a target word or character and respond with an appropriate associated speech sound</li> <li>• Remember the sound sequence and produces it when required</li> <li>• Can recognise their own and each other's voices, including a recorded voice</li> <li>• Use appropriate vocabulary to talk about different voice and speech sounds</li> </ul> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<ul style="list-style-type: none"> <li>• Playing Follow the Leader – With Objects such as bean bags, cones, hoops etc., e.g., put the bean bag on top of your head. Include circular and diagonal movements, e.g., “move the beanbag across the hoop”.</li> <li>• Rolling a ball/ throwing a ball in various directions, e.g. forwards, backwards. Rolling the ball around shapes, e.g. a hoop for a circle, a rope placed on the floor in a shape. Rolling the ball up and down the arm, leg, around their waist. Throw the ball up in the air, watching it go up and catching it when it comes down.</li> </ul> <p>Pupils will have daily opportunities to make mark-make on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> <li>• Using crayons which have been snapped in half, the pointed side intact, at the writing table.</li> <li>• Using short pencils which don't allow for a full fist grip</li> </ul>
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		Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop motor control.
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**Literacy**

**Spring 1- Old McDonald had a farm**

**Key Texts;**

The Gingerbread Man- *Traditional Tail*

Duck in a Truck – *Jez Alborough*

A Squash and A Squeeze- *Julia Donaldson*

**Comprehension**

**Word Reading**

**Writing**

*During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will hear the stories 'The Ginger Bread Man', 'Duck in a Truck' and 'A Squash and a Squeeze' read fluently and without interruption.

Pupils will take part in echo storytelling and will join in with repeated refrains from key stories.

Pupils will learn the following song 'Gingerbread Man on the Run' to support their understanding of the story The Gingerbread Man

Pupils will discover a baking tray, rolling pin and a trail of crumbs in the Nursery. They will hunt for the gingerbread man and discuss what they can see and suggest ideas as to what could have happened.

Pupils will explore a Ginger Bread Man story sack containing;

- Rolling pin, gingerbread man cutter, baking tray, mixing bowl and wooden spoon
- Flour, ground ginger, egg carton, butter, and brown sugar.
- Farm animals from the story

When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.

Pupils will develop their understanding that print carries meaning. They will explore environmental print, through familiar logos and signs. Pupils will go on a regular print walks about the school.

Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name card (with photo) from a small group of other names.

**Phonics**

Pupils will explore rhythm and pulse. They will listen to songs and music with a strong pules and play a range of games using rhythm sticks. Pupils will explore using their bodies to make sounds and make these sounds in time to music (for example; clapping, tapping, clicking etc).

This term pupils will;

- Join in with word and actions to familiar songs
- Copy sounds and actions (e.g. clapping)

*During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will explore mark making on gingerbread person templates. They will use marks to design their own gingerbread person.

Pupils will respond to the story of The Gingerbread Man, A Squash and a Squeeze and Duck in the Truck by using instruments and body percussion to play syllable games. They will clap out the syllables in the names of different farm animals and items such as two claps for 'tractor' and one clap for 'pig'.

Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will develop their ability to imitate simple marks after watching an adult, e.g. diagonal line. This half term they will;

- Follow instructions with lights or ribbons; e.g., "Make a line up the wall, from down on the floor, all the way up to the ceiling",
- Move a puppet in continuous movements. For example; Swirling it above their head in a circle, making it fly in a zig zag from one side to another, making it fly in loops from one side to another.



<ul style="list-style-type: none"> <li>• Ginger bread person puppet, old man puppet and old lady puppet.</li> </ul> <p>They will use this story sack to develop their understanding of characters and key events from the story.</p> <p>Pupils will use role play masks to act out the story of The Ginger Bread Man and Duck in a Truck. They will begin to tell stories in their own words and using direct phrases from the story. They will explore voices of different characters.</p> <p>Pupils will discuss key events from familiar stories. They will use sequential language - for example: first, next, after that, then, at the end when talking about stories.</p> <p>In response to the story 'The Gingerbread Man' pupils will bake their own ginger bread person and discuss the ingredients. Adults will model using sequential language - for example: first, next, after that, then, at the end when talking about the sequence.</p> <p>Pupils will explore a selection of instruments and experiment making the noises of the different animals in the story of The Ginger Bread Man. They will also develop their awareness of pulse and tap out the rhythm of the refrain 'Run run as fast as you can, you can't catch me I'm the Ginger Bread Man'</p> <p>Pupils will use different percussion instruments to represent different farm animals from the story 'The Ginger Bread Man'. Pupils will think about which instrument would be best and why, along with how they should be played.</p> <p>Pupils will explore a Duck in the Truck story sack containing;</p> <ul style="list-style-type: none"> <li>• Duck</li> <li>• Red truck</li> <li>• Frog, Sheep, goat</li> </ul>	<ul style="list-style-type: none"> <li>• Produce contrasts in rhythm; speed and loudness</li> <li>• Understand the pattern of syllables in the words presented to them</li> <li>• Join in with simple or complex rhythms</li> <li>• Copy a rhythm</li> <li>• Keep time with the beat</li> <li>• Make up patterns of sounds</li> </ul> <p>Pupils will explore instrumental sounds through tuning in, listening and remember and talking about the sounds they hear.</p> <p>This term they will;</p> <ul style="list-style-type: none"> <li>• Play instruments to explore sounds for purpose</li> <li>• Identify and name the instruments being played</li> <li>• listen and respond as the instrument is being played</li> <li>• Remember and repeat a rhythm</li> <li>• Discriminate and reproduce loud and quiet sounds</li> <li>• Start and stop playing at a signal</li> <li>• Perform a short instrumental piece for others</li> <li>• Choose appropriate words to describe sounds they hear (e.g loud, quiet, squeaky, fierce, fast, slow etc.)</li> <li>• Match sounds to their sources</li> <li>• Use sounds imaginatively to represent a story character</li> <li>• Express an opinion about what they have heard</li> </ul> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<ul style="list-style-type: none"> <li>• Use scarves, wands and ribbons to imitate movements such as Swirling it above their head in a circle, making a zig-zag from one side to another, making loops from one side to another</li> <li>• Use implements to draw/ copy movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, and sticks in the mud.</li> <li>• Explore mark making in a range of and textures such as slime, cornflour, rice, lentils, playdough and shaving foam.</li> </ul> <p>Pupils will have daily opportunity to mark-make on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> <li>• Using crayons which have been snapped in half, the pointed side intact, at the writing table.</li> <li>• Using short pencils which don't allow for a full fist grip</li> </ul> <p>Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop motor control.</p>
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They will use this story sack to develop their understanding of characters and key events from the story.

Pupils will explore small world characters and farm vehicles in mud.

Pupils will explore farm animal noises linked to the animals in the story 'A Squash and a Squeeze'. They will sounds, such as 'neigh', 'moo', 'oink' and 'baa' and be challenged to identify the different farm animals. They will then explore making the sounds themselves for others to identify.

Pupils will be asked a range of simple questions based on level 2 of Blank's Levels of Questioning. These questions will focus on the books 'Duck in a Truck' 'The Ginger Bread Man' and 'A Squash and a Squeeze'.

Pupils will learn the following song to support their understanding of the story

The Gingerbread Man;

- Gingerbread Man on the Run



## Literacy

### Spring 2- Teddy Bears Picnic

#### Key Texts;

We're Going On a Bear Hunt- *Michael Rosen*

Where's My Teddy- *Jez Alborough*

#### Comprehension

*During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will discover paw prints in the Nursery Classroom. They will follow the paw prints to discover clue which will lead them to find a bear.

Pupils will role play going on a bear hunt and finding a bear in a cave. A tent or large cardboard box will be covered with a sheet to make the cave. Inside, there will be torches, binoculars, a teddy bear, maps of the story 'Were Going on a Bear Hunt', rucksacks or bags for the journey, welly boots and clipboards and pencils to draw the bear.

Pupils will make their own role-play binoculars and look for soft toy bears around the outdoor environment.

Pupils will explore the settings of the story 'Were Going on a Bear Hunt' by draw their own maps and creating collages of the different places. They will also engage in sensory play relating to each of the stories settings e.g.; The water tray will be enhanced to create the deep, cold river with water and plastic ducks and the snowstorm with snowflake sequins and ice cubes.

Pupils will learn the following songs to support their understanding of the story 'Were Going on a Bear Hunt';

- Who Lives in a Cave?

#### Word Reading

When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.

Pupils will develop their understanding that print carries meaning. They will explore environmental print, through familiar logos and signs. Pupils will go on a regular print walks around the school.

Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name card (no photo) from a small group of other names.

Pupil will access a range of fiction and nonfiction books containing bears in the reading area.

#### Phonics

Pupils will develop their awareness of Rhyme. Specifically, they will develop their ability to;

- Understand the pattern of syllables in the words presented to them
- Sing or chant the rhyming string along with the adult
- Recognise that words rhyme

#### Writing

*During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

Pupils will explore mark making on map templates. They will use marks to create their own maps.

Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will develop their ability copy simple shapes that involve one movement, e.g. circle, ∞. They will develop their fluidity of movement, using the right muscles for movement and excluding and movements which are not required. They will do this by;

- Moving a puppet in continuous movements. For example; Swirling it above their head in a circle, making it fly in a zig zag from one side to another, making it fly in loops from one side to another.
- Using scarves, wands and ribbons to make continuous movements such as Swirling it above their head in a circle, making a zig-zag from one side to another, making loops from one side to another, making snake shapes on the floor (figure of 8) and Moving the scarf/ wand/ ribbon around one leg, in between their legs and around the other leg (figure of 8).



<ul style="list-style-type: none"> <li>• Here we go on a Big Bear Hunt</li> <li>• Through a Cave</li> <li>• Are You Looking For a Bear?</li> </ul> <p>Pupils will be asked a range of questions based on level 2 of Blank’s Levels of Questioning. These questions will focus on the stories ‘Were going on a Bear Hunt’ and ‘Where’s my Teddy?’</p> <p>Pupils will use instruments to create a ‘Sound Story’ when retelling the story of ‘Were Going on a Bear Hunt’ to create sound effects for the different settings found in the story</p> <p>.</p>	<ul style="list-style-type: none"> <li>• Listen and attend to the rhyming strings</li> <li>• Play games with rhyming objects</li> <li>• Generate their own rhymes</li> <li>• Complete sentences using appropriate rhyming words</li> <li>• Make a series of words that rhyme (a rhyming string)</li> </ul> <p>Rhyme will also be reinforced through the key text ‘Where’s my Teddy?’. When familiar with the story pupils will predict the missing rhyming words as adults pause when reading. Pupils will then be encouraged to give alternative missing words.</p> <p>Pupils will begin to develop the ability to detect initial sounds, starting with the initial sounds from their own name.</p> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<ul style="list-style-type: none"> <li>• Using a hole punch and a piece of paper to punch a series of holes around the edges of the paper, using the hand holding the paper as the “helping hand” and the hand holding the hole punch as the “doing hand”.</li> <li>• Make continuous zig-zag patterns between the two horizontal lines on a vertical surface, e.g., wallpaper on the wall, paper on an easel.</li> <li>• Using crayons to copy a continuous pattern on sandpaper, e.g., zig-zags or loops from one side of the paper to the other. Pupils will also experiment doing this laying down under the table with the sandpaper stuck underneath the tabletop.</li> <li>• Tearing a piece of paper into strips, using their “helping hand” to hold the paper as their “doing hand” tears the strips of paper.</li> <li>• Using different threading materials alongside lace, e.g. colanders, lacing boards, lacing picture cards. Pupils will use a “helping hand” to hold the object being laced, and using a “doing hand” to lace, pupils thread the lace back and forth through the lacing object.</li> </ul> <p>Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> </ul>
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- Using crayons which have been snapped in half, the pointed side intact, at the writing table.
- Using short pencils which don't allow for a full fist grip

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop motor control.



**Literacy**

**Summer 1 – Amazing Animals**

**Key Texts;**

Walking through the Jungle- *Julie Lacom*  
Monkey Puzzle- *Debbie Harter*

Comprehension	Word Reading	Writing
<p><i>During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.</i></p> <p>Pupils will make animal masks based on animas from the story Monkey Puzzle/ Walking through the jungle. They will think carefully about how each animal looks and describe each animal using language from the books. Pupils will take part in an animal parade wearing their masks.</p> <p>Linked to the story ‘Monkey Puzzle’, pupils will listen to clues to guess which animal is being described e.g. “It has got four legs and striped fur.” As they become confident with listening and identifying the animals, they will describe an animal to the group.</p> <p>Pupils will develop their understanding of the story setting through working together to create props for a Jungle role play area, including trees made out of long cardboard tubes painted brown, crepe paper leaves, camouflage prints and paper chain vines.</p> <p>Pupils will listen to the noises animals from the story ‘Walking Through the Jungle’ makes. They will use a selection of classroom musical instruments to make the sound of different animals. Pupils will think about which instrument would be best and how it should be played (quiet/loud, slow and fast) for each animal.</p> <p>Pupils will listen to the story ‘Walking Through The Jungle’ being read aloud. They will move in different ways to mime the journey through the jungle.</p>	<p>When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.</p> <p>Pupils will develop their understanding that print carries meaning. They will explore environmental print, through familiar logos and signs. Pupils will go on a regular print walks around the school.</p> <p>Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name from a small group of other names</p> <p>When reading, adults will draw attention to how sentences start with capital letters and end with full stops. Pupils will begin to understand the idea of a ‘word’. Adults will point out how some words are longer than others and how there is always a space before and after a word.</p> <p>Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name card (no photo) from a small group of other names.</p> <p><b>Phonics</b></p>	<p><i>During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.</i></p> <p>Pupils will take part in ‘Squiggle as you Wiggle’ activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. This term pupils will develop their ability to imitate shapes that involve multiple movements, e.g. □, X. They will develop an understanding of movement concepts, e.g. up, down, around. They will do this by;</p> <ul style="list-style-type: none"> <li>• Bounce using a Space Hopper around the edges of the shape that has been drawn or created using cones</li> <li>• Making body shapes independently and in small groups</li> <li>• Following a shape or pattern using toy cars on a tack</li> <li>• Using LED finger lights, strips of crepe paper, ribbon, etc to copy the shape: in the air, on the ceiling, on the floor etc.</li> <li>• Using marks to “draw” a shape in a tray filled with: glitter, gloop, lentils, rice, sand, shaving foam etc. When given a shape, pupils will copy the shape, make a shape from memory and make a shape by following a description of what the shape looks like</li> <li>• Making the shape using different materials: e.g. beans, clay, dough, pinboard &amp; pins, pipe-cleaners, rope etc.</li> </ul>



<p>Pupils will explore a Walking through the Jungle story sack containing;</p> <ul style="list-style-type: none"> <li>- Green artificial leaves</li> <li>- Small world figures; Snake, tiger, elephant, lion, monkey, crocodile</li> </ul> <p>Pupils will explore a Walking through the Jungle story sack containing;</p> <ul style="list-style-type: none"> <li>- Green artificial leaves</li> <li>- 3 Monkeys (2 big one small), butterfly, elephant, snake, spider, parrot, frog, bat, caterpillar.</li> </ul> <p>They will use these story sack to develop their understanding of characters and key events from the stories.</p> <p>Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on the stories Walking through the Jungle and Monkey Puzzle.</p>	<p>Pupils will continue to develop their awareness of initial sounds. They will;</p> <ul style="list-style-type: none"> <li>• Identify initial sounds of words</li> <li>• Reproduce the initial sounds clearly and recognisably</li> <li>• Make up their own alternative phrases</li> <li>• Recall the list of objects and ideas with the same sound</li> <li>• Offer their own sets of objects and ideas to end the story</li> <li>• Select an object for alliterative 'Silly Soup'</li> <li>• Play I-spy using initial sounds</li> <li>• Discriminate between the sounds and match to the objects correctly</li> <li>• Articulate speech sounds clearly</li> <li>• Select an extended range of words that start with the same sound</li> </ul> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<ul style="list-style-type: none"> <li>• Using an implement to "draw" a shape: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, and sticks in the mud. They will experiment with different sizes.</li> </ul> <p>Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p> <ul style="list-style-type: none"> <li>• Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.</li> <li>• Using crayons which have been snapped in half, the pointed side intact, at the writing table.</li> <li>• Using short pencils which don't allow for a full fist grip</li> </ul> <p>Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop fine and gross motor control.</p>
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**Literacy**

**Summer 2- Wiggle and Grow**

**Key Texts;**

The Very Hungry Caterpillar- *Eric Carle*  
Jack and the Beanstalk- *Traditional Tale*

**Comprehension**

**Word Reading**

**Writing**

*During their time in Nursery, pupils will develop their receptive and expressive language. See Communication and Language coverage also.*

Pupils will explore the lifecycle of a butterfly. They will observe caterpillars as they grow and turn into butterflies

Pupils will explore a range of fruits from the story 'The Very Hungry Caterpillar'. They will use all of their senses to discover what each fruit looks, feels and tastes like.

Pupils will grow their own grass heads. They will learn what the seeds need to help them grow.

Pupils will use magnifying glasses to explore beanstalks and beans closely.

Pupils will explore a Very Hungry Caterpillar story sack containing;

- Leaf
- Small caterpillar
- Big caterpillar
- Cocoon
- Butterfly

When introducing a book, pupil attention will sensitively be drawn to parts of the books, for example, the cover, the author, the page number. Their attention will also be draw to where the text is, and how English print is read left to right and top to bottom.

Pupils will develop their understanding that print carries meaning. They will explore environmental print, through familiar logos and signs.

When reading, pupil attention will be drawn to how sentences start with capital letters and end with full stops. Pupils will begin to understand the idea of a 'word'. They will explore how some words are longer than others and how there is always a space before and after a word.

Pupils will become familiar with seeing their own names written down. They will develop their ability to select their name card (no photo) from a small group of other names.

**Phonics**

Pupils will develop their ability to blend phonemes to hear and say a word. They will then develop their ability to orally segment phonemes to say the sounds in a word.  
This term pupils will;

*During their time in Nursery, pupils will develop their fine and gross motor movements to prepare them for writing- See Physical Development coverage also.*

This term pupils will develop their ability to form letters from their name using a range of different mark making implements and on a variety of different surfaces.

Pupils will take part in 'Squiggle as you Wiggle' activities to develop their capability and motivation to write; Through this programme they will develop and master whole body fine and gross motor movements required for writing. They will develop an understanding of movement concepts, e.g. up, down, around. They will do this by;

- Following instructions with lights or ribbons; e.g., "Make a line up the wall, from down on the floor, all the way up to the ceiling",
- Playing follow the Leader using circular and diagonal movements, e.g., "walk around the cone...now the other way" to help them learn the language of direction ('up', 'down', 'round', 'back' etc).
- Move a puppet in continuous movements. For example; Swirling it above their head in a circle, making it fly in a zig zag from one side to another, making it fly in loops from one side to another.
- Playing Follow the Leader – With Objects such as bean bags, cones, hoops etc, e.g., put the bean bag on top of your head. Include



<p>Pupils will explore a Jack and the Beanstalk story sack containing;</p> <ul style="list-style-type: none"> <li>• Puppets of key characters; Jack, Jack’s Mum, cow, giant, hen</li> <li>• Seed</li> <li>• Beanstalk</li> </ul> <p>They will use these story sacks to develop their understanding of characters and key events from the story.</p> <p>They will use these story sack to develop their understanding of characters and key events from the story.</p> <p>Pupils will be asked a range of questions based on level 2 of Blank’s Levels of Questioning. These questions will focus on the stories The Very Hungry Caterpillar and Jack and the Beanstalk.</p> <p>Pupils will learn the song ‘Beanstalk growing tall’ and ‘I’m a Little Bean’ to develop their vocabulary around plants and growing</p> <p>Pupils will learn and sing the song ‘There’s a Tiny Caterpillar on a Leaf’ to support the understanding of the story ‘The Very Hungry Caterpillar’</p> <p>Pupils will learn and sing the song ‘There’s a Tiny Caterpillar on a Leaf’ to support the understanding of the story ‘The Very Hungry Caterpillar’ and embed vocabulary around the lifecycle of a caterpillar/ butterfly.</p> <p>Pupils will use percussion instruments to make sounds to accompany different parts of the story Jack and the Beanstalk. Pupils will think about which instrument would be best for each stage and how they should be played e.g. quiet when Jack is hiding from the giant, quickly when jack is running away, loudly when the beanstalk come crashing down.</p>	<ul style="list-style-type: none"> <li>• Blend phonemes and recognise the whole word</li> <li>• say the word and identify the object</li> <li>• blend words that begin with the same initial phoneme</li> <li>• Segment words into phonemes</li> <li>• Play I-spy by blending sounds e.g. I spy z-i-p</li> <li>• Can identify the number of phonemes that make up a given word</li> </ul> <p>The Read Write Inc set 1 sounds wall frieze will be on display for pupils to explore. They will learn to associate pictures on the frieze with letter sounds.</p>	<p>circular and diagonal movements, e.g., “move the beanbag across the hoop”.</p> <ul style="list-style-type: none"> <li>• Rolling a ball/ throwing a ball in various directions, e.g. forwards, backwards. Rolling the ball around shapes, e.g. a hoop for a circle, a rope placed on the floor in a shape. Rolling the ball up and down the arm, leg, around their waist. Throw the ball up in the air, watching it go up and catching it when it comes down.</li> <li>• Making rainbow shapes starting with a large shape (e.g. a rectangle) and then drawing a series of similar smaller shapes (e.g. rectangles) inside the first shape, each time using different colours and getting smaller and smaller.</li> <li>• Use scarves, wands and ribbons to imitate movements such as Swirling it above their head in a circle, making a zig-zag from one side to another, making loops from one side to another</li> <li>• Use implements to draw/ copy movements and shapes: e.g. chalk, crayons, finger on the Smartboard, fairy liquid bottles filled with water, paintbrushes, and sticks in the mud.</li> <li>• Explore mark making in a range of and textures such as slime, cornflour, rice, lentils, playdough and shaving foam.</li> </ul> <p>Pupils will have the opportunity to mark-make daily on a range of different surfaces and textures in the indoor and outdoor environment. They will use a range of mark making tools and easy grip pencils will be available in all areas of provision.</p> <p>Pupils will continue to develop their tripod grip. They will use Stabilo handwriting pencils to encourage this. Pencil grip will also be supported through;</p>
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Pupils will hear the stories Jack and the Beanstalk and The Very Hungry Caterpillar being read aloud. They will create movements to match the story events. For example, pretending to climb the beanstalk, creeping around the giant's castle, running away from the giant and chopping down the beanstalk/ curling up in a cocoon, eating the foods, hatching out of an egg etc.

- Taking part in pencil aerobics; For example- flipping the pencil 360 degrees/ using a tripod grip near the tip of the pencil and climb the fingers up to the top of the pencil and then back down again/ using the back of their hand on the table, pupils will hold the pencil with a tripod grasp and lift it up and down like doing push-ups.
- Using crayons which have been snapped in half, the pointed side intact, at the writing table.
- Using short pencils which don't allow for a full fist grip

Pupils will take part in daily Dough Gym activities designed to strengthen the muscles in their hands and develop motor control.