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| **C:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpC:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpEnglish Long-term planner - Nursery** | | | | | | | | |
| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn** | **Colour Monster Starts School** | **The Big Book of Families** | **Colour Monster/ Only one me** | **Martha Maps it Out** | **The Day the Crayons Quit** | **We’re Going on a Leaf Hunt** | **Ouch!** |  |
| **Firefighter Pete the Cat** | **First Experiences- Going to the Dentist** | **Busy People- Doctor** | **Paramedic Pete** | **Dinosaur Police** | **Stickman** | **There’s an Elf in your Book** |
| **Spring** | **Three Little Pigs** | **The Three Billy Goats Gruff** | **Jack and the Beanstalk** | **Goldilocks and the Three Bears** | **The Gingerbread Man** |  | |
| **Hansel and Gretel** | **Jasper’s Beanstalk** | **The Amazing Life Cycle of Plants** | **Round and Round the Garden** | **The Very Hungry Caterpillar** | **What the Ladybird Heard** |  |
| **Summer** | **What the Ladybird Heard Next** | **A Squash and a Squeeze** | **Farmer Duck** | **A Day on the Farm with the Very Hungry Caterpillar** | **The Enormous Turnip** | **Old Mikamba had a farm** | |
| **I’m a Dirty Dinosaur** | **I’m a Hungry Dinosaur** | **Pirates Love Underpants** | **The dinosaur that Pooped a Pirate** | **Aliens Love Underpants** | **Space Tortoise** |  |
| **Focus** | | **Developing fine motor skills including mark making for writing using a wide variety of texts and experiences of narratives, poetry, retell and non-fiction.** | | | | | | | |

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| **Nursery** | |
| **Development Matters – Reading**  Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing  Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary. | **Development Matters - Fine Motor Skills**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand. |
| **Development Matters – Writing**  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately. | |
| **Autumn 1, Autumn 2 & Spring 1** | **Spring 2, Summer 1 & Summer 2** |
| **RWI – Nursery**  **Talk-a-lot, read-a-lot nurseries** Nursery rhymes and storytime  * The main focus in nursery classrooms should be **reading stories and rhymes to children** and **developing their language**. * We should spend **three times as much time reading stories to children** as we spend teaching phonics. * **Plan the nursery rhymes and stories** you will sing and read over and over again - use the same actions and special emphasis every time. * **Role play together** - once the children know a story very well, put all the children into role as one character and the teacher as the interviewer. * Use **‘ten top tips for reading stories’** and share with parents.  Planning talk throughout the day  * Organise small group sessions throughout the day to ensure children talk as much as possible. * **Plan the words and talk associated with the play**- this helps to make the most of the adults’ time when working alongside children. * Plan to **use a range of words and phrases** with similar, but slightly different, shades of meaning (synonyms). * Write the words on sticky notes to remind you to use the words throughout play. * Teach grammar and vocabulary by **building sentences orally throughout the day** – about pictures, real objects, children’s paintings etc. * Use TOL to build their ideas into a sentence, then repeat MTYT. * **Use forced alternatives** to provide children with language rather than just noting down what they do say. | **RWI – Nursery** Before starting to teach Set 1 sounds:  1. Practise using ‘pure sounds’. 2. Use Fred Talk to teach oral blending. 3. Teach children to name the pictures.  Start teaching sounds in the term before starting YR:  * Teach **a new sound every day** for about 15 minutes. * Choose a time of the day when children are at their most alert. * **Don’t let phonics teaching interfere in other areas of learning** - avoid painting letters, finding letters in the sand. Let children enjoy the integrity of each experience. * **Start teaching children to blend in small groups** once the children can read all the single letter Set 1 sounds speedily.  Letter formation:  * Teach children to **form the letters in the air** during the Speeds Sounds lessons. * If you choose to teach children to write in the nursery, **teach** them the **correct pencil grip** and **sitting position** from the very beginning. Children should always **sit at tables** for writing so you can set these **habits.** * Help children practise writing letters at a **different time of the day in small groups**, or as individuals. |