



English – Spring 2 (Nursery)

Focus: Animals



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:

Handa's Surprise story and props
Handa's Surprise – fruit tasting
Mr Wolf's Pancakes story and props
Dear Zoo story and props
Jungle role play (Indoors)
Weekly cookery sessions – Easter nests
(Link to Easter)

Additional Stories:

We're going on a lion hunt
The Runaway Chapatti
Keith the Cat with the magic hat
World Book Day – Children to dress up as an animal
**Weekly squiggle whilst you wiggle sessions

Ideas for home:

- Share a bed time story about an animal
- Practise writing your own name/forming initial sounds
- Find out about Africa (Handa's Surprise story)
- Magnetic letters – Can you build some cvc (3 letter) words? – cat, dog, rat etc

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.
- Hears and says the initial sound 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:

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 vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Hears and says the initial sound in words.

Communication and Language - Speaking

22-36 months:

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)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.

30-50 months:

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- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
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- Looks at books independently.

40-60 months:

Extends vocabulary, 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 and events.
- Introduces a storyline or narrative into their play.

Communication and Language - Listening and Understanding

22-36 months:

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 months:

Responds to instructions involving a two-part sequence. .

- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

English –Weekly Focused Activities

Week 1: Group 1 Weekly cookery session –Easter Nests

- Matilda’s Cat – Link to World Book Day display
- Daily mark making/name writing activities

Week 2: Group 2 Weekly cookery session –Easter Nests

World Book Day Dressing Up – 07.03.19 – Animal theme

- Mr Wolf’s Pancakes – Link to Pancake day – shopping list
- Daily mark making/name writing activities

Week 3: Group 3 Weekly cookery session – Easter Nests

- Handa’s Surprise –Write a shopping list (Fruit Kebabs)
- Daily mark making/name writing activities

Week 4: Group 4 Weekly cookery session – Easter Nests

- Handa’s Surprise – Link to animals writing initial sounds
- Daily mark making/name writing activities

Week 5: Group 5 Weekly cookery session – Easter Nests

EYFS Mother’s Day Assembly – 29.03.19

- **Assessment Week** – Phonics Assessment folders
- Mother’s Day card – Write inside card

Week 6: –

- Dear Zoo – What animal would you like?
- Phonics – initial sounds/segmenting and blending cvc words
- Daily mark making/name writing activities

