

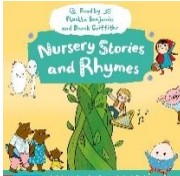





Literacy			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Journeys & Transport	Traditional Tales	Growth and Change	Amazing Animals	Let's Pretend
<ul style="list-style-type: none"> • Opportunities in provision will be provided to mark make in a variety of ways: chalk on the ground, paint brushes and water, painting on the large easel, large rolls of paper and a variety of pens, clipboards and paper, variety of notepads and diaries. • Children will develop their ability to draw a picture of themselves and some family members, distinguishing between the marks they make and explaining what each part is on the picture. • We use The Family Book that we make together to talk about our families and experiences, thus telling their own stories. • When self-registering and hanging our coats, the children will build familiarity with their own names and will be able to recognise their names. • Children will enjoy sharing stories together, developing their play around these stories and using them to extend and support their ideas in play. • Time will be given for children to share their own books with adults when they choose to. 	<ul style="list-style-type: none"> • Opportunities in provision will be provided to mark make in a variety of ways: chalk on the ground, paint brushes and water, painting on the large easel, large rolls of paper and a variety of pens, clipboards and paper, variety of notepads and diaries. • Children will develop their ability to draw a picture of themselves and family members on their journey, distinguishing between the marks they make and explaining what each part is on the picture. Some children will write their name next to their image. • Within the class book of journeys children's names will be added to their images to help develop name recognition. • Children will enjoy sharing stories together, developing their play around these stories and using them to extend and support their ideas in play. • Time will be given for children to share their books with their peers and adults when they choose to. We will talk about characters, book handling skills and how stories might end. • Children will begin to repeat words and phrases from familiar stories, joining in when it is read as a class and using these in their play with their peers. 	<ul style="list-style-type: none"> • Opportunities in provision will be provided to mark make in a variety of ways: chalk on the ground, paint brushes and water, painting on the large easel, large rolls of paper and a variety of pens, clipboards and paper, variety of notepads and diaries. • Children will enjoy sharing traditional tales together, developing their play around these and using them to extend their ideas. • During carpet time, we will talk about characters and the way that they are feeling at different points of the story. We will describe settings and consider how stories might end. • Children will begin to repeat words and phrases from familiar stories using a story map to retell a familiar, traditional tale and act out parts of the story within their independent play. • Children will further develop their understanding of book handling skills. • Children will continue to build on their ability to recognise print, such as the first letter of their name, letters and numbers on signs and Logos. 	<ul style="list-style-type: none"> • The children will have lots of opportunities to write on whiteboards during their carpet times and in child initiated play so that they learn to develop their letter formation and interest in writing, thus creating letter strings from left to right. • They will join in with rhyming activities through our stories and songs, recognising words that sound the same and continuing a rhyming string. • We will identify the character's initial sounds in their names and link to anyone in our class. We will clap the syllables in our names and work out how many claps we have. • We will make up names for the chicks in our care and talk about the first sounds in the chosen names, find them and attempt to write them. • We will continue to practise our own names in early work and through hand writing focus groups. • We will make up our own story about the chicks which link to their visit. We will do this using Tales Toolkit. • We will pay particular attention to illustrations in books and join in with telling 	<ul style="list-style-type: none"> • We will continue to practise writing our own names in early work and through handwriting focus groups. The children will be encouraged to correctly form their letters. • The children will have lots of opportunities to write on whiteboards during their carpet times and in child-initiated play so that they learn to develop their letter formation and interest in writing, thus creating letter strings from left to right. • We will identify the character's initial sounds in their names and link them to anyone in our class and objects they can see. • We will continue learn stories carefully so that we can retell and discuss them. • We will begin use our phonic knowledge to label pictures by writing initial sounds and words and by reading them, as well as attempting to write CVC words. • In Phase 2 and 3 phonics, we will continue to learn letters and how these link to sounds, including digraphs. • We will continue mark making in a range of ways using chalk, paint, fingers in foam and sand etc. The 	<ul style="list-style-type: none"> • The children will have lots of opportunities to write on whiteboards during their carpet times and in child-initiated play so that they learn to develop their letter formation and interest in writing, thus creating letter strings from left to right and writing for a purpose. • During phonics and shared writing sessions we will continue to develop our phonic knowledge by labelling pictures by writing initial sounds and full words. • In Phase 2 and 3 phonics, we will continue to learn letters and how these link to sounds, including digraphs. • We will be reading and matching words on the ingredients when making our Gruffalo crumble. • The children will be encouraged to engage in writing across the provision to develop their love of writing. • We will be joining in with the telling of our new texts and consolidating of concepts of print during adult-led and child-initiated reading. We will also start reading CVC words during story time and look at any sounds and



Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Children will begin to repeat words and phrases from familiar stories. • Children will begin to recognise print, such as the first letter of their name. • Adults will model how to hold and read books to the children. <p>Phonics: Phase 1.</p>	<ul style="list-style-type: none"> • Children will build on their ability to recognise print, such as the first letter of their name, letters and numbers on signs and logos. • During our launch day the children will make their own passports, adding their photo to the template and developing the ability to write their name. <p>Phonics: Phase 1.</p>	<ul style="list-style-type: none"> • Children will develop their understanding of rhyme, joining in with rhyming activities through our stories and songs. They will join in with telling the stories we share using masks, role play props and stick puppets which we will make and will then use in our play. • We will continue to learn about story structures and develop book handling skills and familiarity with the language around texts and how they are read and followed. <p>Phonics: Phase 1 and 2.</p>	<p>the stories we share using these as well as learning what words are, and where we begin reading them on the page.</p> <ul style="list-style-type: none"> • Some of us will begin use our phonic knowledge to label pictures by writing initial sounds and words and by reading them, as well as attempting to write CVC words. <p>Phonics: Phase 1 and 2.</p>	<p>children will be encouraged to engage in writing across the provision to develop their love of writing.</p> <ul style="list-style-type: none"> • We will be joining in with the telling of our new texts and consolidating of concepts of print during adult-led and child-initiated reading. We will also start reading CVC words during story time and look at any sounds and words we may know or be able to sound out. • We will label animals using initial sounds and plausible attempts, as well as reading and matching words. <p>Phonics: Phase 1, 2 and beginning phase 3.</p>	<p>words we may know or be able to sound out.</p> <ul style="list-style-type: none"> • During our early work we will be drawing pictures to represent the activities we did over the weekend. • When reading The Gruffalo we will continue to develop our ability to recognise rhymes and continue a rhyming string. • We will create signs to tell the Gruffalo and monster to keep out of our nursery. • The children will be making up their own alliterative pirate names and naming the animals from the Gruffalo story.
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