

Autumn 1 - Medium Term English Plan for Reception Nurture Group

Autumn 1	Learning focus Cross curricular	Key texts and rhymes	English Focus this week	English Daily -either in adult led sessions or in continuous provision
1	3 x PD days			
2	Welcome back to school. Settling into the new setting.	Nursery rhymes, rhyming stories and number rhymes	The Colour Monster mark making. Exploring different sensory strategies to mark make. HA - form letters from their name using different writing utensils	Daily practise of 3-4yrs nursery rhymes from shared list Frequent rhyme time to spot and suggest rhymes Syllable clapping and counting
3	The Colour Monster - emotional regulation			
4	Who is your special bear?	Key text - Goldilocks and the three bears	Discussing and retelling stories using props Retelling story with picture cards Labelling bears and toys by making marks, attempting initial sounds or any other sounds they can hear in words. Exploring different sensory strategies to mark make. HA - form letters from their name using different writing utensils	Identifying alliteration - nouns that begin with the same sound Listen and respond, engage in conversations about books. Practise pencil grip and selecting dominant hand Writing own shopping lists, taking orders for food etc Making cards and writing notes for friends and family
5	Who is your special bear?	Key text - We're going on a bear hunt	Discussing and retelling stories using props Retelling story with picture cards Labelling bears and toys by making marks, attempting initial sounds or any other sounds they can hear in words. Exploring different sensory strategies to mark make. HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name	Be aware of the 5 concepts of print Daily name/letter formation Use Move it, Say it, Write it. Assessment RBA to be completed wc. 13 th September Includes: mark making letter formation Forming other letters Hearing initial sounds Hearing Fred talk Letter sounds Spotting rhyme
6	Who Am I? Learning names of body parts and learning about emotions Expressing preferences. Comparing self with others. Who do I look like?	Key text - Mood Monsters Key text - Monkey Puzzle	Discussing and retelling stories using props Retelling story with picture cards Labelling body parts by making marks, attempting initial sounds or any other sounds they can hear in words. Exploring different sensory strategies to mark make. HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name	
7	Past and present - How old am I? How have I changed?	Key text - Mr Bear's New Baby	Discussing and retelling stories using props Retelling story with picture cards	

	Celebrating Fred the Frog's 4 th birthday		<p>Writing birthday cards for Freddie Frog</p> <p>Writing party invitations</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	
8	Investigating Autumn Exploring autumn leaves and hibernating creatures	<p>Key text - Leaf Hunt</p> <p>Key text - Hedgehogs - Autumn Hide & Squeak</p>	<p>Discussing and retelling stories using props</p> <p>Retelling story with picture cards</p> <p>Labelling Autumn pictures by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Learn an Autumn poem and recite it as a group</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	

Autumn 2 - Medium Term English Plan for Nursery

Autumn	Key texts and rhymes	Maths Specific focus this week	Maths Daily -either in adult led sessions or in continuous provision
2			
1	<p>The Gingerbread Man</p> <p>Diwali</p> <p>Bonfire night</p>	<p>Discussing and retelling stories using props</p> <p>Labelling Gingerbread Man characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	<p>Daily practise of 0-3yrs and 3-4yrs nursery rhymes from shared list</p> <p>Frequent rhyme time to spot and suggest rhymes</p> <p>Syllable clapping and counting</p> <p>Identifying alliteration - nouns that begin with the same sound</p>
2	<p>Three Little Pigs</p> <p>Remembrance Day</p>	<p>Discussing and retelling stories using props</p> <p>Labelling The Three Pig characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	<p>Listen and respond, engage in conversations about books.</p> <p>Practise pencil grip and selecting dominant hand</p> <p>Writing own shopping lists, taking orders for food etc</p>

3	Little Red Hen	<p>Discussing and retelling stories using props</p> <p>Labelling The Red Hen characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	<p>Making cards and writing notes for friends and family</p> <p>Be aware of the 5 concepts of print</p> <p>Daily name/letter formation Use Move it, Say it, Write it.</p>
4	The Billy Goats Gruff	<p>Discussing and retelling stories using props</p> <p>Labelling The Billy Goat characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	<p>Assessment RBA to be completed wc. 13th September</p> <p>End of half term assessment for: mark making letter formation Forming other letters Hearing initial sounds Hearing Fred talk Letter sounds Spotting rhyme</p>
5	Little Red Riding Hood	<p>Discussing and retelling stories using props</p> <p>Labelling Red Riding Hood characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	
6	The Nativity Story	<p>Discussing and retelling stories using props</p> <p>Labelling the Nativity characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	
7	Dear Santa The Snowman	<p>Discussing and retelling stories using props</p> <p>Labelling Christmas characters by making marks, attempting initial sounds or any other sounds they can hear in words.</p> <p>Exploring different sensory strategies to mark make.</p> <p>HA - form letters from their name using different writing utensils Encouraging all children to form letters and begin to write name</p>	

EYFS Development Matters 2020 Statements for English

Birth to Three will be learning to:	Three and Four year olds will be learning to:	Reception will be learning to:
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<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ● 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ● - spot and suggest rhymes ● - count or clap syllables in a word ● - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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