



**St Mark's Primary School English Medium Term Plan**

**Half Term: Spring 1**

**Year group: Nursery**

<b>Weeks</b>	<b>Area of learning Literacy</b>	<b>Area of learning Physical - leading to writing</b>	<b>Area of learning Communication and Language</b>	<b>Assessments</b>
<b>1 - 8</b>	<p>Revisit these four objectives for those children baselined at WT N2 summer:</p> <p>Have some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeat and use actions, words or phrases from familiar stories</p> <p>Recognise familiar words and signs, such as own name, advertising logos and screen icons</p> <p>Show interest in illustrations and words in print and digital books and words in the environment</p>	<p>Revisit these six objectives for those children baselined at WT N2 summer:</p> <p>Sit comfortably on a chair with both feet on the ground</p> <p>Turn pages in a book, sometimes several at once</p> <p>Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>Begin to show preference for a dominant hand and/or leg/foot</p> <p>Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Hold mark-making tools with a thumb and all fingers</p>	<p>Revisit these five objectives for those children baselined at WT N2 summer:</p> <p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</p> <p>Listen with interest to the noises adults make when they read stories</p> <p>Understand simple sentences (e.g. Robert throw the ball)</p> <p>Identify action words by following simple instructions, e.g., Show me jumping</p> <p>Use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot &amp; colours)</p>	<p>Baseline information gathering for all new starters (EYFS profile/ Early Years Matters) considering previous providers, MF document and parental views.</p> <p>Ongoing - Collect Tapestry and other to inform end of Spring term judgements</p> <p>Half termly RWInc assessments of sounds known and ability to hear Fred Talk.</p>
<b>1 - 8</b>	<p>Teach these two objectives to all children moving to reception in Sept 2023:</p> <p>Begin to be aware of the way stories are structured</p> <p>Attempt to recall elements of familiar stories and will tell own stories</p> <p>Listen to and join in with stories and poems, when reading one-to-one and in small groups</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p> <p>Handle books carefully and the correct way up with growing competence</p> <p>Begin to develop phonological and phonemic awareness</p> <p>Sometimes give meaning to their drawings and paintings</p> <p>Begin to include mark making in their play</p>	<p>Teach these three objectives to all children moving to reception in Sept 2023:</p> <p>Climb stairs, steps and moves across climbing equipment using alternate feet</p> <p>Maintain balance using hands and body to stabilise</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>Create lines and circles pivoting from the shoulder and elbow</p> <p>Name and identify different parts of the body</p>	<p>Teach these eight objectives to all children moving to reception in Sept 2023:</p> <p>Listen to familiar stories with increasing attention</p> <p>Join in with simple repeated refrains and phrases in rhymes, songs and stories</p> <p>Focus attention (in self chosen activities) – can still listen or do, but can change their own focus of attention</p> <p>Understand the use of objects (e.g. Which one do we cut with?)</p> <p>Respond to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Use language to share feelings, experiences and thoughts</p> <p>Begin to hold a conversation but might jump from topic to topic</p>	

	<p>Imitate adults' writing by making shapes and symbols</p> <p>Begin to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Know information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental/classroom print)</p>		<p>Learn new words quickly and begin to be able to use them in communicating (links to topics, e.g., flower, leaf, petal)</p> <p>Begin to use a variety of questions (e.g. what, where, who)</p> <p>Begin to use longer sentences, e.g. I hurt my finger... (and what on)</p> <p>Retell a simple past event in correct order (e.g. went down slide, hurt finger)</p>	
<b>1 - 8</b>	<p>Teach these two objectives to all children with 5 more terms left in nursery:</p> <p>Begin to show an interest in books and rhymes and may have some favourites</p> <p>Fill in the missing word or phrase in a known rhyme, story or game, e.g., <i>Humpty Dumpty sat on a ...</i></p> <p>Enjoy rhythmic and musical activities with percussion instruments, actions rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p>	<p>Teach these two objectives to all children with 5 more terms left in nursery:</p> <p>Develop security in walking upright using feet alternately and can also run short distances</p> <p>Walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time</p> <p>Change position from standing to squatting and sitting with little effort</p> <p>Participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions</p> <p>Show an interest, dance and sing to music, rhymes and songs, imitating the movement of others</p> <p>When holding crayons, chalks etc. make connections between their movement and the marks they make</p> <p>Sit up from lying down, stand up from sitting and squat with steadiness to rest or play with an object on the ground, and rise to their feet without using their hands</p>	<p>Teach these objectives to all children with 5 more terms left in nursery:</p> <p>Enjoy rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Pay attention to own choice of activity, may move quickly from activity to activity</p> <p>Recognise and respond to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door</p> <p>Show interest in playing with sounds, songs and rhymes</p> <p>Understand different situations – be able to follow routine events and activities using nonverbal cues</p> <p>Select familiar objects by name and will go and find objects when asked, or identify objects from a group</p> <p>Copy actions from words, e.g., hopping, clapping, jumping</p> <p>Understand 'where' in simple questions, e.g., Where is?</p> <p>Copy familiar expressions, e.g., Oh dear, All gone</p> <p>Use different types of everyday words (nouns, e.g. banana, dog, coat)</p> <p>Beginning to put two words together (e.g., Want ball, More juice)</p> <p>Use gestures, sometimes with limited talk, e.g., reaches towards a toy, saying, "Want it"</p>	