

English in the Early Years- Nursery

Term Topic	Area of Learning	Concepts		
		Fluency	Expression	Comprehension
Nursery Autumn 1 Starting School	CL	-Communicate their needs to a member of a staff. -Learn key vocabulary and use this to make comparisons between children/ adults in the setting - tall, short, light, heavy, alike, same and different.	-Describe actions in the present tense, e.g. the girl is playing, the boy is eating.	-Respond to their names. -Enjoy listening to stories and rhymes in small and larger groups. -Know the name of their school. -Respond to instructions with more than one element. -Know that it is important to pay attention by looking and listening when others are speaking.
	PSED	-Know the name of their Key Person and the adults in the classroom.		
	PD	-Identify and name the parts of the body. Be able to point to a named body part (head, shoulders, knees, toes, fingers, thumb, arm and leg). -Develop fine motor control to complete an activity, e.g. a puzzle or threading.		
	L	-Identify the book corner in the classroom. Choose books independently and learn how to handle them carefully. -Identify the mark making area in the classroom and learn how to access and use the equipment, e.g. selecting a coloured pen and putting the lid on when they have finished. -Answer questions about their drawing and painting. Children to give meaning to the marks that they have made.		-Show an interest in the written text in a story and/ or the learning environment. -Listen to and join in with stories. -Recognise illustrations and use this to gain meaning from the text. -Learn that English texts are read from left to right and from top to bottom. -Identify the main character in a story.
	EAD	-Use drawing to represent their ideas.	-Enjoy listening to songs and rhymes. Children to join in singing a range nursery rhymes linked to body parts i.e.	

			<p>one finger one thumb keep moving, finger family etc.</p> <p>-Learn the nursery rhyme, 'Heads. Shoulders, Knees and Toes.'</p> <p>-Learn the nursery rhyme, 'Open, Shut Them.'</p> <p>-Use a wide variety of materials and resources, both inside and outside to develop their imaginative play. For example, role-play a story using masks/ props.</p> <p>-Learn the nursery rhyme, 'I Have Two Eyes to See With.'</p>	
<p>Nursery Autumn 2</p> <p>Night and Day</p>	CL	-Use new vocabulary to describe light and dark in the environment.	-Learn to use the regular past tense correctly, e.g. to describe their journey to school.	<p>-Understand the use of objects and identify which objects are used for a particular purpose.</p> <p>-Respond to questions about what they have been doing. Children to explain their ideas in response to questioning.</p> <p>-Understand the question word, 'where'. 'Where' is used when referring to a place or location.</p> <p>-Follow instructions with more than one part in order to complete an activity.</p> <p>-Enjoy listening to longer stories and remember much of what happens.</p> <p>-Understand 'why' questions. For example, 'Why didn't Santa send the boy a trumpet?'</p>
	PSED	-Learn vocabulary related to their emotions and feelings, e.g. sad, happy, worried etc.	-Understand why it is important to use good manners and to say 'please' and 'thank you'.	

	L	<ul style="list-style-type: none"> -Join in with repeated refrains and anticipate key phrases in a story. -Develop children's listening skills and awareness of sounds in the environment. -Handle books carefully and hold them the correct way up to look at illustrations. 		<ul style="list-style-type: none"> -Listen attentively to information from non-fiction texts. -Identify photographs in non-fiction texts and talk about the images with adult support. -Listen with enjoyment to a story in a small group. -Recognise the characters' feelings based on their own experiences. -Sequence events in the correct order using pictures or practical resources, e.g., a dolls house and small world people. -Make predictions about what will happen next in a story.
	EAD	<ul style="list-style-type: none"> -Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> -Learn the nursery rhyme, 'Are You Sleeping Brother John?' -Learn the nursery rhyme, 'Twinkle, Twinkle Little Star'. -Learn the nursery rhyme, 'Rock-a-bye Baby'. -Learn the nursery rhyme, 'Star Light, Star Bright'. -Make imaginative and complex 'small worlds' with blocks and constructive kits, such as a city. -Learn the nursery rhyme, 'The Wheels on the Bus'. 	
Nursery Spring 1 Traditional Tales	CL	<ul style="list-style-type: none"> -Use longer sentences and link ideas in sentences using conjunctions 'and, because, but, that, if, so'. -Retell the story, using some exact repetition from the text and some in their own words. 	<ul style="list-style-type: none"> -Use repetitive language from a story in their play. -Learn to recite the poem, '5 Little Gingerbread Men Lying in a Pan.' -Retell the story of Goldilocks in the correct sequence with the support of props and visuals. -Be able to answer 'what' questions related to objects and verbs, e.g. What are you playing with? (object), What are you doing with the ball? (verb). -Learn narrative story openers (e.g. Once upon a time, a long time ago, in a land far, far away). 	<ul style="list-style-type: none"> -A moral is a lesson that you learn from a story. -Learn to ask and answer 'what' questions. -'What' is used to ask for information. -Recognise the language beginning, middle and end and be able to talk about what happened in each part of the story. -Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.

			-Talk about the different sounds that we can make with our voices, e.g. trip, trap.	
PSED	-Talk about their own feelings and emotions and recognise what caused the emotion (For example, feeling happy when playing with friends or excited to go to the park and angry if someone takes their toy etc).		-Develop their perseverance. Understand that when something is hard, they should not give up but should try again.	-Moral: Do not trust strangers. -Moral: Your actions can affect other people. -Moral: Listen to your parents and trusted adults. -Moral: Hard work and dedication pay off. -Moral: Using your brain is the key to success. -Moral: Take advantage of the opportunities that life provides.
L	-Spot and suggest rhymes. -Understand that print has meaning. -Count and clap the syllables in a word. -To sequence the events in a story in the correct order using story language and conjunctions. -Follow a story map to retell a story in their own words. -Show an interest in illustrations and words in print and digital books. -Develop an interest in letters on a keyboard or other digital media. -Understand that writing can be typed on screen.			-Learn to make simple inferences from books. -Make comments and/ or respond to questions where they infer meaning from the story, e.g. "I think that baby bear will be sad because his chair is broken." -Respond to questions which focus their responses to characters, specific events and the story overall. For example, "What was your favourite part?", "What did you think about...?"
EAD			-Play alongside other children who are engaged in the same theme. -Take part in simple pretend play, using an object to represent something else. -Learn the song, 'When Goldilocks Went to the House of the Bears.' -Express ideas related to the story through the use of musical instruments, e.g. a child loudly beats the drum to represent the scary wolf or generates ideas about how the instrument should be played (e.g. fast/slow, loud/soft) in relation to specific parts of the story.	

			<ul style="list-style-type: none"> -Learn the nursery rhyme, 'This Little Piggy went to Market.' -Learn the song, 'The Goats Came Marching'. -Learn the nursery rhyme, 'Mary, Mary, Quite Contrary.' 	
Nursery Spring 2 In the Garden	CL	<ul style="list-style-type: none"> -Learn the days of the week. -Children to learn the names of common plants that are growing in their local environment. -Talk about common and unique features. -Learn adjectives to describe appearance. -Use simple directional language such as up, down, left, right, forwards, backwards. 	<ul style="list-style-type: none"> -Make up alternative endings in nursery rhymes and supply the last word using their knowledge of rhyme. 	<ul style="list-style-type: none"> -Make links to stories that they have heard in Nursery, in order to explain what is happening and anticipate what might happen next. -'Who' questions refer to people. -Ask and answer 'who' questions. -Recognise the similarities in rhyming words. -Respond to prompts to switch their attention from what they are doing to what you are saying. -Be able to join in with games which involve listening for a signal, such as Simon Says.
	PSED	<ul style="list-style-type: none"> -Interrupting is impolite. Learn to wait for their turn to speak and how to take turns in conversations. 		<ul style="list-style-type: none"> -Recognise emotions in characters from books and in other people. For example, 'How did his thoughts and feelings change throughout the story?'
	PD	<ul style="list-style-type: none"> -Manipulate a range of tools and equipment in one hand. -Discuss the physical activity opportunities that types of weather present, such as squelching in mud; splashing in puddles; catching or listening to raindrops; swishing streamers in the wind; playing with light and shadows on sunny days. 		
	L	<ul style="list-style-type: none"> -Navigate apps and websites on digital media using a drop-down menu to select websites and icons to select apps. -Make predictions by spotting and suggesting rhymes in a book. -Talk through their ideas and describe their picture or ascribe meaning to their written marks. -Recognise the difference between writing and drawing. 	<ul style="list-style-type: none"> -Tell their own version of a story. 	<ul style="list-style-type: none"> -Know that information can be relayed through books. -Stories and non-fiction books can include information. -Know that information can be retrieved from digital technology. -Show an awareness of the way stories are structured. -Invitations are written for special events.

		-While exploring the local area and within the nursery, focus on meaningful print (such as a child's name, road signs, advertising logos, book titles etc) support children to recognise familiar words and signs. Discuss similarities and differences between symbols.		
	EAD	-Describe the sound of instruments that they hear e.g., scratchy sound, soft sound. -Use the language of designing and making, e.g. join, build and shape.	-Learn the Nursery Rhyme, '5 Little Peas in a Peapod Press'. -Engage in imaginative play based on their own ideas or first-hand or peer experiences. -Learn the Nursery Rhyme, 'Round and Round the Garden.' -Learn the Nursery Rhyme, 'Rain, Rain Go Away.' -Learn the Nursery Rhyme, '5 Little Speckled Frogs.'	
Nursery Summer 1 Food and Drink	CL	-Learn adjectives to describe the texture and taste of food. -Learn phrases and questions commonly used in shops, e.g. 'Can I help you? How much does this cost?' etc.	-Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. -Develop storytelling and re-enactment through the use of story props and puppets. -Take turns to act out the story/ be the audience. Comment on the experience of watching a puppet show. -People throughout the world use puppets to entertain each other. -People have enjoyed puppet shows for hundreds of years. -Use talk to organise themselves in their play. -Role-play their experiences of shopping using appropriate language. -Learn the nursery rhyme, 'Humpty Dumpty'.	-Identify the most important elements in a story. -Summarise the key information in a book. -Listen to stories told in other languages showing an interest in the language. -Reflect the languages spoken within the nursery class to develop children's appreciation for languages spoken by their friends. -Understand 'how' questions. -Respond to 'how' questions giving answers in full sentences. For example, 'How does it smell? How is it different now that it is cooked?'
	PSED	-Develop their understanding of religious language and symbols.	-Understand the value of hard work. -Work collaboratively in a group taking on different responsibilities to achieve an end product.	-Listen to the story 'Gifts for the Poor' (Buddhist story) to develop children's understanding of fairness.
	PD			-Follow a recipe using non-standard measures e.g. cups/ spoonful.

	L	<ul style="list-style-type: none"> -Use their phonemic awareness and alliteration in play and conversation. For example, to describe the food eaten in the story, 'lovely lollipops, squishy strawberries.' -Understand that what they say can be written down, and then read and understood by someone else e.g., a shopping list. -Draw pictures and write labels using their developing phonemic awareness. 	<ul style="list-style-type: none"> -Imagine what an alternative ending might have been in a familiar story. 	<ul style="list-style-type: none"> -Describe what happens in the beginning, middle and end of a text. -Comment on illustrations demonstrating an understanding that the illustrations share details with the reader. -Make links to previously read stories and discuss preferences in books, giving reasons. -Labelling pictures give the readers a better understanding of what they are looking at. Labels help the reader know exactly what they are seeing. -Using their knowledge and understanding from what they have been read, make informed predictions and ask questions about what will happen next.
	EAD		<ul style="list-style-type: none"> -Learn the Kenyan Nursery Rhyme, 'One Crocodile was Going to The River.' -Learn the song, 'Walking in the Jungle.' -Learn the nursery rhyme, 'To Market, To Market'. -Learn the nursery rhyme, 'Old McDonald had a Farm'. 	
Nursery Summer 2 Water	CL	<ul style="list-style-type: none"> -Look at photographs/ videos of marine life (rockpools) talk about the habitat and learn the names of the animals. -Model narratives, sequential and descriptive language such as 'first, next, after and some'. -Develop vocabulary through using a talking tub. Examine the objects inside, investigating and discussing each object. -Link vocabulary to a theme. 	<ul style="list-style-type: none"> -Act out a well-known story, using appropriate voices for characters. -Mirror an adults' tone when retelling stories. -Learn several different ways to talk about the future (I am going to, I will, I am about to). 	<ul style="list-style-type: none"> -Develop inference skills through participating in group discussions about why characters would speak in different ways (happy/ sad tones). -Relate their knowledge of morals from Traditional Tales to identify the message within the text about the importance of sharing. -Participate in an activity that involves a sequence of steps (e.g., making an ice lolly). -Encourage children to think in advance about what they will do, what they need, and reflect afterwards on what they did. -Sequence the stages of the activity through ordering photographs.

	PSED	<ul style="list-style-type: none"> -Learn the phrase, 'beauty comes from within'. Understand that kindness is more important than physical appearance. -Know the names of their new class, teacher and TA. -Use a persona doll to talk about feelings (excited, afraid, nervous) relating to transition. 	<ul style="list-style-type: none"> -Actions and words can hurt others' feelings. -Develop their confidence in talking to new members of staff. 	
	PD	<ul style="list-style-type: none"> -Learn how to use a tripod grip with a variety of mark making tools e.g., painting on shells using fine paintbrushes. -Introduce 'movement language' such as skip, gallop, slide, freeze, still. -Draw with increasing complexity and detail, draw the outline of an object and include details. 		<ul style="list-style-type: none"> -Work as a team following instructions with the support of modelling the required movement.

	L	<ul style="list-style-type: none"> -Create their own menus by giving meaning to the marks they make and their developing knowledge of graphemes and phonemes. -Participate in shared writing with an adult, to gain an understanding of how words are written down, how they are arranged on a postcard/ page and how they are spelled. -Support children to hear the sounds in words through orally blending CVC words. -Learn the vocabulary to describe books e.g., front cover, page, blurb. -Identify rhyming words, recognising the initial sound in the word changes (sat/ pat or sit/ pit). -Write in meaningful contexts (All About Me Book for their new teacher). Illustrate their own book and use their developing phonemic awareness to write labels for the images. 		<ul style="list-style-type: none"> -A menu is a list of food available in a restaurant. -Recall and order some key events from the text. -Answer recall questions verbally about known stories. -Make suggestions about what might happen next or how the story might end based on pictures from the story, discuss and explain their ideas. -Identify clues you get from the illustrations as to what is happening and how that makes the characters feel. -A postcard is a rectangular piece of card, with a picture on one side, the other side contains space for writing a short message. Many people send postcards when they are on holiday. -Make predictions from looking at the illustrations on the front cover and the title of a book. Encourage them to look at the characters' body language and facial expressions.
	EAD	<ul style="list-style-type: none"> -Learn the vocabulary to describe different texture, such as rough, smooth, ridged. -Develop their vocabulary to describe their work and that of other artists. 	<ul style="list-style-type: none"> -Learn the Nursery Rhyme, '5 Little Fishes Swimming in the Sea'. -Learn the Nursery Rhyme, '1, 2, 3, 4, 5, Once I Caught a Fish Alive.' -Explore different gender identities and promote equal opportunities through dressing up and role-playing characters. -Learn the nursery rhyme, 'A sailor went to sea, sea, sea.' -Learn the Nursery Rhyme, 'Teasing Mr Crocodile'. -Learn the song, 'If you're happy and you know it.' 	