



Abbey CofE Infant and Nursery School – Nursery- Squirrels- Literacy Long Term Plan 2023-2024

Love, Laugh, Learn – Walking with Jesus to life in all its fullness John 10,10

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Topic	All About Me	Celebrations/Food	Winter/People Who Help Us	We Love Reading	New Life	The Seaside/Summer
Books	<ul style="list-style-type: none">• From head to toe• Owl babies• All about me• Colour Monster• Peace at Last• Little Red Hen	<ul style="list-style-type: none">• Bonfire Night• Dipal's Diwali• Oliver's Fruit Salad• Supertato• The Gingerbread man• The First Christmas• Stick Man	<ul style="list-style-type: none">• Winter• Lost and Found• One Snowy Night• People who help us• Superhero like you	<ul style="list-style-type: none">• Three Little pigs• The Gruffalo• Tiger who came to tea• We're going on a bear huntThe Easter Story	<ul style="list-style-type: none">• Jack and the Beanstalk• Lifecycle of a chick• The ugly duckling• Mad about minibeast• Caterpillar to butterfly• The Crunching munching Caterpillar• The Hungry Caterpillar	<ul style="list-style-type: none">• Commotion in the Ocean• Sharing a Shell• Lucy and Tom at the Seaside• Under the Sea• Summer• What the Ladybird Heard at the Seaside• Winnie at the Seaside
Literacy- Reading	<ul style="list-style-type: none">• Enjoy songs and rhymes, tuning in and paying attention.• Say some of the words in songs and rhymes• Copy finger movements and other gestures. Enjoy sharing books with an adult.		<ul style="list-style-type: none">• Pay attention and respond to the pictures or the words in books.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.		<ul style="list-style-type: none">• Develop play around favourite stories using props.• Ask questions about the book. Makes comments and shares their own ideas.• Sing songs and say rhymes independently, for example, singing whilst playing.	
Literacy- Writing	<ul style="list-style-type: none">• Begin to mark make using different media/materials.		<ul style="list-style-type: none">• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.• Manipulating tools such as playdough tools.		<ul style="list-style-type: none">• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name.• Develop control of mark making tools.	
Communication and Language	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <ul style="list-style-type: none">• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.• Watch someone's face as they talk.• Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.• Enjoy singing, music and toys that make sounds.• Recognise and are calmed by a familiar and friendly voice.					



- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:
 - /r/w/y - s/sh/ch/dz/j
 - f/th - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple s
- Identify familiar objects and properties for practitioners when they are described.
For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')