

## Literacy Medium Term Plan –Autumn 2023

Week	<u>Text</u>	<u>Objectives</u>	<u>Activities</u>
1	<b>SuperKid</b>		See Cont Prov Planning
2	<b>Supertato</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Handles tools and objects safely and with increasing control.</li> <li>• Begins to form recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessing resources in Mark Making shed- see outdoor plan</li> <li>• Indoor Phonics activity- see continuous/enhanced prov plan</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/Superhero colouring pics</li> <li>• Weekly supported name writing.</li> </ul>
3	<b>Supertato</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Handles tools and objects safely and with increasing control.</li> <li>• Begins to form recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Inside- Making own Supertato using a real potato- use in small world (over 2 days)</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/ Superhero colouring pics/ drawing with cars</li> <li>• Weekly supported name writing.</li> </ul>

4	<b>Supertato</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Handles tools and objects safely and with increasing control.</li> <li>• Begins to form recognisable letters.</li> <li>• Hears and says the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Inside- link to CAL &amp; UTW sorting healthy and non-healthy foods by initial sounds</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/Colouring pics/carrots and paint</li> <li>• Weekly supported name writing.</li> </ul>
5	<b>The Runaway Pea</b>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to recognise and form Phase 2 graphemes</li> <li>• Handles tools and objects safely and with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>• Inside- Making fruit kebabs (focus on vocab/fine motor skills)</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/Colouring pics/painting on foil.</li> <li>• Weekly supported name writing.</li> </ul>
6	<b>The Runaway Pea</b>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to recognise and form Phase 2 graphemes</li> <li>• Handles tools and objects safely and with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>• Inside- vocab work (boing, pop, splat, splash, squelch...) Making obstacles courses for pea in small word- use to create own pea story.</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/Colouring pics/Painting on cling film.</li> <li>• Weekly supported name writing.</li> </ul>

7	<b>The Runaway Pea</b>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to recognise and form Phase 2 graphemes</li> <li>• Handles tools and objects safely and with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor Phonics activity- see continuous/enhanced prov plan</li> <li>• Outdoor- making large obstacle courses for their giant pea friends- use to create their own pea stories.</li> <li>• Mark Making morning- chalkboards/whiteboards/gloop/large paper in and out/cotton buds and paint/water, brushes and buckets/large chalk/ colouring pics/sand &amp; tools/range of painting tools</li> <li>• Weekly supported name writing.</li> </ul>
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### **Communication & Language**

#### **Throughout the half term staff will support children to-**

- Understand how to listen carefully and why listening is important.
- Ask, understand and respond to why and how questions.
- To express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Begin to use a range of tenses (e.g. play, playing, will play, played).
- Explain in simple sentences what happened and what might happen.
- Learn and use new vocabulary.
- Explain in sentences, including ordering, stating what happened and what might happen.