



## Literacy Medium Term Plan –Spring 1

Week commencing	<u>Text or stimulus</u>	<u>Objectives</u>	<u>Activities</u>
1	<b>Harry and the Dinosaurs go to School</b>	<ul style="list-style-type: none"> <li>• Listens to others in small groups</li> <li>• In pretend play imitate everyday actions and events</li> </ul>	Look at photos of school staff on website. HT visit Nursery. Talk about how they help children in school Role play being Mrs Renshaw (photo lanyards) – carpet area <b>Floor book – someone who helps me (home or school)</b>
2	<b>Emergency!</b>	<ul style="list-style-type: none"> <li>• Beginning to engage in imaginary role play sometimes building stories around toys and objects</li> <li>• Distinguishes between different marks</li> </ul>	Role play – calling in an emergency using telephones, walkie talkies, computer keyboard etc. Make purposeful marks to record notes (clipboards)
3	<b>Charlie the Firefighter (Twinkl story)</b>	<ul style="list-style-type: none"> <li>• Listens to others in small groups</li> <li>• Beginning to engage in imaginary role play sometimes building stories around toys and objects</li> <li>• Distinguishes between different marks</li> <li>• Uses some print and letter knowledge</li> </ul>	Watch Mr Tumble visits the fire station Make a firefighter helmet – mark-make first name on badge Role play (fire engine/ fire station) – use large wooden / cardboard box, pretend hose etc. IWB images of fire. <b>Floor book – fire engine</b>
4	<b>Peppa and the dentist</b>	<ul style="list-style-type: none"> <li>• Orders a sequence of actions (instructions)</li> <li>• Uses a range of tools to make marks</li> <li>• Distinguishes between different marks</li> </ul>	Watch Mr Tumble visits the dentist Model teeth brushing routine (large scale model of teeth) Role play (teeth brushing) – dolls in the home corner (hygiene routine) Handling a toothbrush Exploring toothpaste – sensory/mark-making and talk about experience
5	<b>Chinese NY</b>	<ul style="list-style-type: none"> <li>• Indicates an understanding of pictures and print</li> <li>• Remembers and uses new words; Responds to questions using simple sentences</li> </ul>	Watch clip of Chinese NY. Look at non-fiction text Hold and control chopsticks to pick up dry pasta Manipulate strips of paper to link and join together to make paper chain dragons Chinese food tasting – talk about taste experiences

		<ul style="list-style-type: none"><li>• To develop a pincer grip</li></ul>	<b>Floor book – Chinese dragon</b>
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Squiggle while you wiggle – daily focus (Whole group - wiggle; 1 group per day – squiggle)

Storytime – focussed on 10 key texts