










## Grindon Infant School Nursery Literacy Medium Term Planning 2025-2026

### Spring 2- The Very Hungry Caterpillar

| Area of Learning                            | Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Literacy</b><br><br><b>COMPREHENSION</b> | <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book.</li> <li>• Make comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Literacy</b><br><b>WORD READING</b>      | <ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Phonics</b>                              | <p><b>Pre Phonics Skills Development</b></p> <ul style="list-style-type: none"> <li>• Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs.</li> <li>• Provide opportunities for planned talk.</li> <li>• Plan opportunities for closed and open questions.</li> <li>• Plan opportunities for role-play.</li> <li>• Plan opportunities to enhance the children's vocabulary.</li> <li>• Plan 'building sentences orally' activities.</li> <li>• Plan opportunities to make up stories together</li> <li>• Plan opportunities for children to talk about the things that they have made.</li> </ul> <p><b>Super Sounds Focus</b></p> <ul style="list-style-type: none"> <li>• Join in with rhyming stories and songs.</li> <li>• Fill in the rhyming gaps in stories.</li> <li>• Match rhyming objects from small sets of 6 objects.</li> <li>• Continue a rhyming using props.</li> <li>• Identify objects in a set which don't rhyme.</li> <li>• Say a rhyming list from memory.</li> <li>• Make up own rhymes.</li> </ul> <p><b>Super Sounds Provision Link</b></p> <ul style="list-style-type: none"> <li>• A collection of rhythm and rhyme books with props/puppets.</li> <li>• Real life rhyming objects in the role play e.g. cat and a mat mug and a jug tin and a bin tap and a cap.</li> </ul> |

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|                                                                                       | <ul style="list-style-type: none"><li>• Independent use of resources during focused activity.</li><li>• Large floor puzzles.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |                                                                               |                                                                                              |
| <b>Literacy WRITING</b>                                                               | <ul style="list-style-type: none"><li>• Develop listening and speaking skills in a range of contexts.</li><li>• Copy finger movements and other gestures</li><li>• Enjoy drawing freely.</li><li>• Add some marks to their drawings, which they give meaning to. For example: “That says Mummy.”</li><li>• Make marks on their picture to stand for their name.</li><li>• To make age appropriate pre writing shapes.</li><li>• To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li></ul> <p><b>Letter-join Handwriting Focus</b><br/>Develop gross motor skills through the Gross Motor Skills Animal movements 8-14</p> <div><div><p>HANS THE HORSE SAYS:<br/>"TROT AROUND THE ROOM.<br/>NOW GALLOP."</p><p>Jog, lifting knees high then run faster.</p></div><div><p>OLGA THE OSTRICH SAYS:<br/>"TAKE GREAT BIG STEPS."</p><p>Take long strides around the room.</p></div><div><p>ENOCH THE ELEPHANT SAYS:<br/>"LIFT ME UP."</p><p>Pretend to lift up a heavy object.</p></div><div><p>FINN THE FROG SAYS:<br/>"HOP UP AS HIGH AS YOU CAN."</p><p>Hop on one leg, then on the other leg.</p></div><div><p>PONGO THE PUPPY SAYS:<br/>"CHASE YOUR TAIL ROUND AND ROUND."</p><p>Spin around on the spot.</p></div><div><p>PIPPA THE PENGUIN SAYS:<br/>"WADDLE FROM SIDE TO SIDE."</p><p>Stand straight and tilt from left to right.</p></div><div><p>BILLY THE BLACKBIRD SAYS:<br/>"FLAP YOUR ARMS UP AND DOWN."</p><p>Raise arms up and down, palms facing down.</p></div></div> <p><b>Pre Writing Shapes Focus</b><br/>Use ribbon sticks to practise making meaningful marks of shapes, moving on to making a square shape.<br/>Making Marks of shapes moving on to making a square shape in sand, water, mud, paint and glitter.<br/>Use chalks, crayons, pens and pencils.</p> |                                                              |                                                                               |                                                                                              |
| <b>TFW Story Writing Development Focus</b>                                            | Children to increase vocabulary naming and adding detail.<br>Children to make marks based on the story.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                              |                                                                               |                                                                                              |
| <b>Rhyme of The Month</b>                                                             | February- I'm A Little Teapot<br><br>March Miss Polly Had A Dolly<br><br>April If You're Happy And You Know It                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |                                                                               |                                                                                              |
| Literacy Weekly Focus                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |                                                                               |                                                                                              |
| Week 1                                                                                | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Week 3                                                       | Week 4                                                                        | Week 5                                                                                       |
| Nursery Rhyme of the month- Miss Polly Had A Dolly<br><br>Drawing Miss Polly's Dolly. | TFW- The Very Hungry Caterpillar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TFW- The Very Hungry Caterpillar<br><br>Retelling the story. | TFW- The Very Hungry Caterpillar<br><br>Children to make their own story map. | TFW- Non- Fiction minibeasts<br><br>Reading and looking at different books about minibeasts. |

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|----------------------------------|-----------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------|
|                                  | What do we know about caterpillars?<br><br>Introduce the story. | Drawing caterpillars.                        |                                                                            |                                                  |
| To join in with familiar rhymes. | To ask questions.                                               | To join in with familiar phrases in a story. | To make marks and give meaning to them.<br><br>To retell a familiar story. | To understand the features of non-fiction texts. |