



Grindon Infant School Nursery Literacy Medium Term Planning 2024-2025

Summer 2- The Very Busy Spider

Area of Learning	Focus
Literacy COMPREHENSION	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • 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. • Ask questions about the book. • Make comments and shares their own ideas. • Develop play around favourite stories using props. • Begin to engage in extended conversations about stories, learning new vocabulary.
Literacy WORD READING	• Pay attention and respond to the pictures or the words • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book page sequencing
PHONICS	Pre Phonics Skills Development • Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs. • Provide opportunities for planned talk. • Plan opportunities for closed and open questions. • Plan opportunities for role-play. • Plan opportunities to enhance the children's vocabulary. • Plan 'building sentences orally' activities. • Plan opportunities to make up stories together • Plan opportunities for children to talk about the things that they have made. Super Sounds Focus • Hear all the separate sounds in a cvc spoken word. • Say all the spoken sounds in a cvc word. • Orally blend spoken sounds to say the full cvc word. • Match orally blended words to corresponding objects/actions. • Orally segment words to say each spoken sounds separately.

	• Retell a simple story from memory. Super Sounds Provision Link • Magnetic letters to explore name with name cards (capital and lower case) • Real life packaging in the role play area e.g. packets, tins, magazines, to draw awareness to alliterative items prickly pineapple, straight spaghetti, snuggly slippers. • Independent use of resources during focused activities. 16 piece puzzle.														
Literacy WRITING	• Develop listening and speaking skills in a range of contexts. • Copy finger movements and other gestures • 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. • To make age appropriate pre writing shapes. • 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. • Write some or all of their name. • Write some letters accurately. Letter-join Handwriting Focus • Continue Gross Motor Skills Animal movements 1-14 in outdoor provision. <table><tr><td> KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."  Two-footed standing jump with waving arms. </td><td> COLIN THE CRAB SAYS: "WALK SIDEWAYS."  Take side steps one way, then the other. </td><td> FRANK THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."  Balance on left foot, then balance on right foot. </td><td> CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."  Stretch up and try and touch the ceiling. </td><td> CORA THE COW SAYS: "MILK A COW."  Move arms up and down in milking action. </td><td> SACRA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."  Lie down and wriggle along the floor. </td><td> BORIS THE BEAR SAYS: "WALK ON ALL FOURS."  Move around on hands and feet. </td></tr><tr><td> HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."  Jog, lifting knees high then run faster. </td><td> OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."  Take long strides around the room. </td><td> ENZO THE ELEPHANT SAYS: "LIFT ME UP."  Pretend to lift up a heavy object. </td><td> FINN THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."  Hop on one leg, then on the other leg. </td><td> PIERO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."  Spin around on the spot. </td><td> PEPPY THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."  Stand straight and tilt from left to right. </td><td> BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."  Raise arms up and down, palms facing down. </td></tr></table> • Begin Letter-join Early Years programme 'Introducing Pre Writing Patterns':	KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."  Two-footed standing jump with waving arms.	COLIN THE CRAB SAYS: "WALK SIDEWAYS."  Take side steps one way, then the other.	FRANK THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."  Balance on left foot, then balance on right foot.	CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."  Stretch up and try and touch the ceiling.	CORA THE COW SAYS: "MILK A COW."  Move arms up and down in milking action.	SACRA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."  Lie down and wriggle along the floor.	BORIS THE BEAR SAYS: "WALK ON ALL FOURS."  Move around on hands and feet.	HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."  Jog, lifting knees high then run faster.	OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."  Take long strides around the room.	ENZO THE ELEPHANT SAYS: "LIFT ME UP."  Pretend to lift up a heavy object.	FINN THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."  Hop on one leg, then on the other leg.	PIERO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."  Spin around on the spot.	PEPPY THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."  Stand straight and tilt from left to right.	BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."  Raise arms up and down, palms facing down.
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- Begin Letter-join Early Years programme 'Introducing Pre Writing Patterns':

	-Jellies and Zig Zags -Loopies and Waves Pre Writing Shapes Focus Use ribbon sticks to practise diagonal lines to make an X. Children to focus on shapes in their name (developmentally appropriate) Making Marks of diagonal lines to make an X in sand, water, mud, paint and glitter. Use chalks, crayons, pens and pencils.					
TFW Story Writing Development Focus	Children to increase vocabulary naming and adding detail. Children make marks based on story. To retell a story adding details and using story language.					
Rhyme of the Month	June- Mary Had A Little Lamb July-5 Little Firefighters					
Literacy Weekly Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW- The Very Busy Spider What is a Spider? KWL Grid	TFW-The Very Busy Spider Retell story Draw a picture of a spider	TFW-The Very Busy Spider Whole class story map Story map	TFW-The Very Busy Spider Own story map	Non Fiction Information about a spider Graduation/Celebration Practise	Graduation/Celebration Talking about our time at Grindon Infant Nursery	Drawing a person /Pre writing shapes End of term assessment
To be able to talk about a journey they have been on.	To draw a picture of a vehicle.	To repeat words and phrases from familiar stories.	To retell stories, learning new vocabulary.	To know some information about vehicles and how we travel.	Begin to engage in extended conversations about stories, learning new vocabulary	To draw themselves