

	Year group: Nursery, Autumn 1 Area/topic: A brave bear by Sean Taylor (objectives from NC/ELG/Development matters) Development matters: Three and four year olds: • Understand the five key concepts about print: -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 • Engage in extended conversations about stories, learning new vocabulary. • 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.	
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Prior learning	Future learning
Birth to three: • Copy finger movements and other gestures • Repeat words and phrases from familiar stories • Asks questions about the book. Make comments and share own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number or familiar logo. • 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.	Development matters: Three and four year olds: • Understand the five key concepts about print: -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 • Engage in extended conversations about stories, learning new vocabulary. • 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.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Development matters: Three and four year olds: • Understand the five key concepts about print: -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 • Engage in extended conversations about stories, learning new vocabulary. • 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. •	• Pupils will have opportunity to independently mark make, explore fine motor activities as well as complete supported activities to mark make. • Tapestry observations • Pupils will use and respond to spoken language. • Pupils will join in with repeated phrases in stories. • Dough disco. • Get squiggling. • Tracing letters • Tracing name through tags, badges, labels, cards etc.
Key vocabulary	
Book, story, pages, letters, pictures, bear, brave, journey	
Common misconceptions	Books linking to this area
• Children may not know that they need to turn the pages of a story for the story to continue. • Children may not be aware of how to use different mark making resources. • Children may not be aware of how to hold mark making resources.	• Can't you sleep little bear? By Martin Waddle • The lion inside by Rachel Bright • Zog by Julia Donaldson • Whatever next by Jill Murphy
Memorable first hand experiences	Opportunities for communication
• Teddy bear picnic/bringing a teddy from home to share • Go on a journey in the local area to link to text • Baby visit • Photos from home • Sensory activities linking to Autumn	• Reading comprehension sessions based around the POR text e.g., retelling a story, sharing opinions of the book, predicting. • Role play area • Small world set up • Singing songs • Sharing linked books

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Reasonable adjustments for pupils with SEND

Communication and Interaction *Visual aids and word mats with pictures for key words in that lesson. *Hands on experiences to encourage communication and interaction with others. *Pre teaching any new vocabulary. *Pre teaching new terminology such as linked to SPAG *Short, simple instructions *Provide pupils with thinking time *Adults modelling full sentences *Adults modelling writing activities	Cognition and Learning *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another. *Pre teaching new vocabulary/terminology. *Activities adapted to suit individual. *Using working walls and floorbooks to aid learning and remind of previous learning. *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces. *Word bank/mat with pictures to support writing key words or tricky words. *Highlighted letters in yellow for children to trace if needed. *Highlighted lines to support writing on the line. (Using a highlighting pen). *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence. *Varying lengths of hold a sentence and types of words used within the sentence. *Tasks broken down into smaller steps.
Social, Emotional and Mental health *Awareness of individual needs, any potential triggers within the curriculum and the child's background. *Pre prepare children for any activity they could find triggering or difficult in some way. *Hold a sentence to be completed within a smaller group or 1:1 if required. *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations. *Adjustments made where needed to suit individual *Use now and next board *Sand timers *Movement breaks in between writing	Sensory and Physical *Adult support with any practical activities. *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc. *Pencil grips *Appropriate seating *Writing slope *Using a variety of writing tools *Wobble boards *Enlarged text *Variety of coloured paper to write onto