

	Year group: Nursery, Summer 2 (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.	Area/topic: What the ladybird heard by Julia Donaldson
---	---	---

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.	Composition: • Can ascribe meaning to own mark making • Can write single letters or groups of letters which represent meaning • Shows some awareness of sequencing of letters from left to right of page Vocabulary, grammar and punctuation: • Using a capital letter for own name • Verbally share vocabulary ideas Spelling: • Begin to spell words by identifying the sounds and then writing the sound with letter(s) appropriate to phonics planning for the term. • Write own name correctly.

	Handwriting: • Mark make independently • Hold and use a pencil effectively • Show some control in mark making
--	---

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, marks, writing, bugs, insects, ladybird, frogspawn, butterfly, caterpillar	
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.	• What the ladybird heard series e.g. What the ladybird heard next and what the ladybird heard at the seaside. • Who's on the farm? By Julia Donaldson • Bugs by Patricia Hegarty • Beetle bop by Denise Fleming • The very hungry caterpillar by Eric Carle • The bad-tempered ladybird by Eric Carle • Ten little bugs by Mike Brownlow
Memorable first hand experiences	Opportunities for communication
• Searching for bugs outdoors • Minibeast visit from external agency • Caterpillar to butterfly garden in class • Making snail slime	• 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

- Making bug houses
- Collect and hatch frogspawn

- Sharing linked books

Dereham Church of England Infant and Nursery Academy

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