Unit Time (Wks)	Activities	Outcomes	Differentiation	Assessment	ELG	EYFS Area Link
Previous learning:			Next learning: 1.2 Space,	Colour and Light		
Week 1 Getting to know me Week 2 Getting to know me Week 3 Me and my family Week 4 My body and my senses Week 5 I am a Muslim 1.1 All About Me Week 6 Favourite things Week 7 Where I live Week 8 Autumn	 Nursery Rhymes Encourage repeated refrains and alliteration Draw pictures of who lives in their house Discussion on the types of houses e.g. big and small Rewards and praise after each session Children to create body template using different mark making resources Children to draw their favourite things Storytime Logo wall Independent reading session Helicopter story Story sequencing Use different variety of tools for mark making Shaving foam with letters Sand with sticks Ziplock bags with paint Phonics Phase 1 Environmental sounds Instrumental sounds Body percussion Rhythm and Rhyme Alliteration Voice Sounds 	Reading – 22-36 months/30-50 months Has some favourite stories, rhyme Repeats words or phrases from ferills in the missing word or phrase game, e.g. 'Humpty Dumpty sate Enjoys rhyming and rhythmic act Shows awareness of rhyme and a Recognises rhythm in spoken woeld Listens to and joins in with stories and also in small groups Joins in with repeated refrains an phrases in rhymes and stories Beginning to be aware of the waeld Suggests how the story might enew Listens to stories with increasing Describes main story settings, evelosms in the environment Recognises familiar words and signative from the environment Recognises familiar words and signative from the environment Recognises familiar words and signative from the first form that for the first form the first	amiliar stories e in a known rhyme, story or on a' ivities alliteration rds is and poems, one-to-one and anticipates key events and by stories are structured d attention and recall ents and principal characters d print in books and print in gns such as own name and and turns pages g and, in English, is read from ent marks they make rks as they draw and paint	Enjoys rhyming and rhythmic activities Can join in with repeated refrains Can suggest how a story might end Listens to stories with increasing attention and is able to recall some events Shows an interest in looking at books and can look at them independently Beginning to give meaning to the mark they make Can talk about marks they see in different places	Reading Children have some favourite stories, songs and rhymes, they can fill in the missing words from a rhyme or from repeated refrains. They are beginning to show awareness of how stories are structured and can recall some parts of a story. Children begin to show an interest in books and can handle them carefully. Writing Children are able to distinguish the different marks they make and can give meaning to it. They use a variety of tools to mark make and have developed good control in using them, they use good hand-eye coordination	PD CL

Previous learning:	:1.1 All about me	Next learning:	2.1 People who help us	
1.2 Space, Colour and Light	Week 1 Our Earth Week 2 Planets/ Moon Week 3 Rockets Week 4 Astronaut Week 5 Transport Week 6 Transport Week 7 Winter Week 6 Rewards and praise after each session Week 6 Rewards and praise after each session Children to create rockets using different mark making resources Storytime Logo wall Independent reading session Helicopter story Carpet session rhyming activities Use different variety of tools for mark making Shaving foam with letters Sand with sticks Ziplock bags with paint Letter stencils Name tracing sheets Phonics Phase 1 Environmental sounds- different volumes, sound lotto games Instrumental sounds – remember and repeat sounds, rhythms Body percussion – with varied speed Rhythm and Rhyme – Moving time Alliteration – modelling through stories and ryhmes Voice Sounds	Reading – 22-36 months/30-50 months Has some favourite stories, rhymes, songs, poems of Repeats words or phrases from familiar stories Fills in the missing word or phrase in a known rhym game, e.g. 'Humpty Dumpty sat on a' Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-and also in small groups Joins in with repeated refrains and anticipates key ophrases in rhymes and stories Beginning to be aware of the way stories are struct Suggests how the story might end Listens to stories with increasing attention and recomplete in the environment Recognises main story settings, events and principal Shows interest in illustrations and print in books and the environment Recognises familiar words and signs such as own not advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of promothed to the form of promothed	e, story or Enjoys rhyming and rhythmic activities Can join in with repeated refrains Can suggest how a story might end Listens to stories with increasing attention and is able to recall some events Shows an interest in looking at books and can look at them independently Beginning to give meaning to the mark they make Can talk about marks they see in different places	ED D

Previous learning: 1.2 Space,	Colour and Light		Next learning: 2.2 Tradition	onal Tales and Spring	
Week1 Introduction to people who help us Week 2 Doctors, Nurses, Paramedics Week 3 Dentist Week 4 Police Week 5 Firefighters Week 6 Lollypop Lac /Road Safet	dy	Reading – 22-36 months/30-50 months Has some favourite stories, rhyme Repeats words or phrases from favourite stories, rhyme Repeats words or phrases from favourite stories, rhyme Repeats words or phrases game, e.g. 'Humpty Dumpty sat of Enjoys rhyming and rhythmic actions of the story shows awareness of rhyme and a Recognises rhythm in spoken wore Listens to and joins in with stories and also in small groups Joins in with repeated refrains an phrases in rhymes and stories Beginning to be aware of the way Suggests how the story might end Listens to stories with increasing Describes main story settings, even Shows interest in illustrations and the environment Recognises familiar words and signature advertising logos Looks at books independently Handles books carefully Knows information can be relayed Holds books the correct way up a Knows that print carries meaning	amiliar stories a in a known rhyme, story or n a' vities Illiteration ds a and poems, one-to-one d anticipates key events and a stories are structured d attention and recall ents and principal characters I print in books and print in ans such as own name and d in the form of print nd turns pages		

		left to right and top to bottom. Writing – 22-36 months/30-50 months Distinguishes between the difference of the sometimes gives meaning to mark that Ascribes meanings to marks that	ks as they draw and paint		
Previous learning: 2.1 Peopl	e who help us	Reading – 22-36 months/30-50 months	Next learning: 3.1 Ramad	an and Growth	
Week 1 Gingerbreaman Week 2 3 Little Pig World booday Week 3 Goldilocks and Three Bears Week 4 Science W. Week 5 Jack and th Beanstalk Week 6 Planting	5 / k	 Has some favourite stories, rhym Repeats words or phrases from fr Fills in the missing word or phrase game, e.g. 'Humpty Dumpty sat of Enjoys rhyming and rhythmic act Shows awareness of rhyme and a Recognises rhythm in spoken wo Listens to and joins in with storie and also in small groups Joins in with repeated refrains an phrases in rhymes and stories Beginning to be aware of the way Suggests how the story might endered the story settings, even shows interest in illustrations and the environment Recognises familiar words and sign advertising logos Looks at books independently Handles books carefully Knows information can be relayed Holds books the correct way up a Knows that print carries meaning left to right and top to bottom. 	amiliar stories e in a known rhyme, story or on a' ivities illiteration rds s and poems, one-to-one ad anticipates key events and y stories are structured d attention and recall ents and principal characters d print in books and print in gns such as own name and d in the form of print and turns pages		

		Writing – 22-36 months/30-50 months Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places		
Previous learning: 2.2 Tra	aditional Tales and Spring	Next learning: 3.2 Creatu	res Great and Small	
Week 1 Ramada Week 2 Ramada Week 3 Healthy Eating Week 4 Eid Week 5 Growth me Week 6 Growth Change	lan 2 lan 3 y 4 5 n in	 Reading – 22-36 months/30-50 months Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a' Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages 		

		 Knows that print carries meaning left to right and top to bottom. Writing – 22-36 months/30-50 months Distinguishes between the difference of Sometimes gives meaning to many and Ascribes meanings to marks that 	ent marks they make rks as they draw and paint		
Previous learning: 3.1 Ramada	an and Growth		Next learning:		
Week 1 Farm Animals Week 2 Safari Animals Week 3 Minibeasts Week 4 Under the sea Week 5 Summer/ Seaside		Has some favourite stories, rhym Repeats words or phrases from favourite stories, rhym Repeats words or phrases from favourite stories, rhym Repeats words or phrases from favourite stories game, e.g. 'Humpty Dumpty sat or Enjoys rhyming and rhythmic act. Shows awareness of rhyme and avouring stories and also in small groups Joins in with repeated refrains an phrases in rhymes and stories Beginning to be aware of the way suggests how the story might enveloped the story settings, eveloped the environment Recognises familiar words and signature advertising logos Looks at books independently Handles books carefully Knows information can be relayed to right and top to bottom.	amiliar stories e in a known rhyme, story or on a' ivities illiteration rds s and poems, one-to-one ad anticipates key events and y stories are structured d attention and recall ents and principal characters d print in books and print in gns such as own name and d in the form of print and turns pages		

Date Palm Primary School EYFS – Scheme of Work (Nursery) – Literacy– 2020/2021

	Writing – 22-36 months/30-50 months	
	 Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places 	