


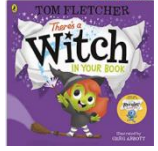
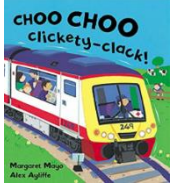
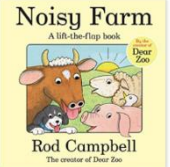




Day Care Literacy Long Term Overview



AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	SUMMER 1	Summer 2
All about me	Celebrations	Transport & Journeys	Farming	In the Garden	Fairy Tales & Nursery rhymes
<p>-I enjoy sharing books with an adult.</p> <p>-I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>-I enjoys songs and rhymes, tuning in and I am beginning to pay attention.</p> <p>-With support, I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>-With support, I enjoy drawing freely.</p>	<p>-I enjoy sharing books with an adult.</p> <p>-I enjoys songs and rhymes, tuning in and to pay attention.</p> <p>-I know some of the words in songs and rhymes.</p> <p>-I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-With support, I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>-I can pay attention and respond to the pictures or the words when in small groups of 1-1.</p> <p>I enjoy drawing freely</p>	<p>-I know some of the words in songs and rhymes.</p> <p>-I am beginning to sing songs and say rhymes independently,</p> <p>-I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-I can identify familiar objects and properties for practitioners when they are described.</p> <p>-I can pay attention and respond to the pictures or the words when it's whole class story.</p> <p>-I can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading.</p> <p>-Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>-I enjoy drawing freely.</p> <p>With support, I can add some marks to their drawings, which they give meaning to.</p>	<p>-I am beginning to sing songs and say rhymes independently,</p> <p>-I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-I can pay attention and respond to the pictures or the words when it's whole class story.</p> <p>-I can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading.</p> <p>-I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.</p> <p>-I enjoy drawing freely.</p> <p>-With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>-I can sing songs and say rhymes independently,</p> <p>-I can pay attention and respond to the pictures or the words when it's whole class story.</p> <p>-I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories.</p> <p>-I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>-I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.</p> <p>-I can repeat words and phrases from familiar stories.</p> <p>-With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>I can sing songs and say rhymes independently,</p> <p>I know how to pay attention and respond to the pictures or the words when it's whole class story.</p> <p>I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories.</p> <p>I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.</p> <p>I know words and phrases from familiar stories.</p> <p>I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>I can make marks on their picture to stand for their name.</p>
Key Vocabulary: Songs, nursery rhymes, books, crayons, felt tips, pencil.	Key Vocabulary: Songs, nursery rhymes, books, stories, pictures, crayons, felt tips, pencil.	Key Vocabulary: Songs, nursery rhymes, books, stories, pictures, crayons, felt tips, pencil.	Key Vocabulary: Songs, nursery rhymes, books, stories, pictures, drawing	Key Vocabulary: Songs, nursery rhymes, books, stories, pictures, drawing, writing.	Key Vocabulary: Songs, nursery rhymes, books, stories, pictures, drawing, writing, name

Quality Texts

 <p>Mark making (giving meaning)</p>	 <p>Making pumpkin faces</p>	 <p>Painting vehicles</p>	 <p>Animal feet printing</p>	 <p>Flower painting</p>	 <p>Paper plate faces</p>
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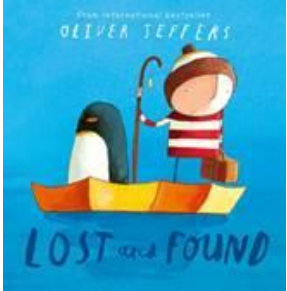
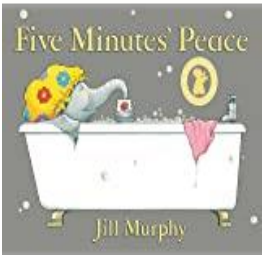
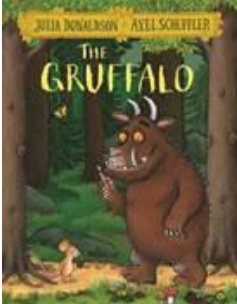

 <p>Spot Loves his Mum Eric Hill</p> <p>Creating self portraits</p>	 <p>The Busy Little Squirrel Nancy Tafuri</p> <p>Leaf Printing</p>	 <p>Toot Toot Beep Beep Emma Garcia</p> <p>Car painting with wheels</p>	 <p>The Farmer in the Dell</p> <p>Gloop exploration</p>	 <p>From the Garden</p> <p>Vegetable printing</p>	 <p>Tincy Wincy Spider</p> <p>Creating spiders</p>
 <p>Spot Loves his Dad Eric Hill</p> <p>Drawing family pictures</p>	 <p>Baby's First Diwali</p> <p>Making rangoli patterns</p>	 <p>We All Go Traveling By</p> <p>Mark making passports</p>	 <p>Spot Goes to the Farm</p> <p>Fruit and vegetable drawing</p>	 <p>THE RUNAWAY PEA</p> <p>Roller ball painting</p>	 <p>Goldilocks and the Three Bears</p> <p>Creating bear masks</p>
 <p>I love my grandad</p> <p>House printing</p>	<p>The Birthday Party</p>  <p>The Birthday Party Helen Oxenbury</p> <p>Making birthday cards</p>	 <p>DUCK in the TRUCK</p> <p>Gloop exploration</p>	 <p>Old Macdonald had a Farm</p> <p>Creating animal masks</p>	 <p>The Very Busy Spider</p> <p>Creating spider webs</p>	<p>Using props to act out the story</p> 
 <p>I Love You, Grandma</p> <p>Mark marking in foam</p>	 <p>The LEAF THIEF</p> <p>Blow painting leaves</p>	 <p>ZOOM TO THE MOON!</p> <p>Chalk sky pictures</p>	 <p>Driving my Tractor</p> <p>Tractor track painting</p>	 <p>The Ants go Marching!</p> <p>Pencil control ant maze</p>	 <p>The Three Little Pigs</p> <p>Making marks in gloop</p>

Day Care Literacy Long Term Overview

 Mark making teeth 	 Creating Christmas cards	 Printing boats	 Painting daffodils	 Flower printing	 Tea pot decorating
 Fruit and vegetable printing	 Mark making Christmas lists	 Animal masks	 Roller ball painting		 Mark making a picnic shopping list

Additional Storytime Reads

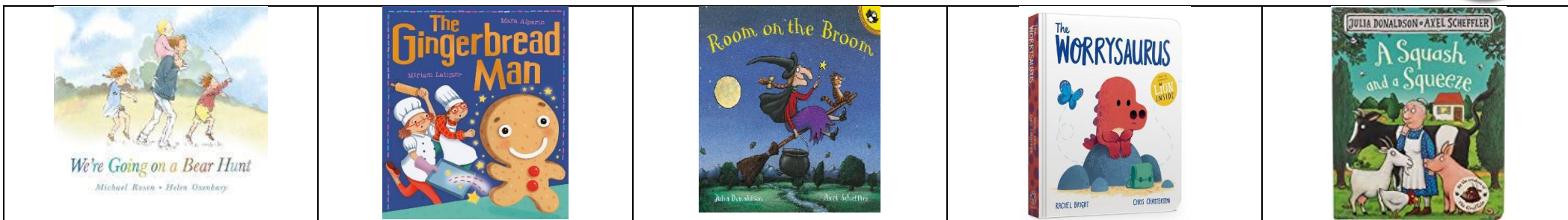
These stories are read to the children again and again, throughout the year. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, helps our children to become increasingly familiar with the language found within its pages. Through stories, our children encounter vocabulary that they may not hear in everyday conversation but will come across in writing, once they can read for themselves.

				
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Day Care Literacy Long Term Overview

 <p>David McKee ELMER</p>	 <p>Some Dogs Do Jez Alborough</p>	 <p>MR WOLF'S PANCAKES Jan Fearnley</p>	 <p>NOT NOW, BERNARD David McKee 40 YEARS</p>	 <p>THE VERY HUNGRY CATERPILLAR by Eric Carle</p>
 <p>Hair Love Matthew A. Cherry Illustrated by Vashti Harrison</p>	 <p>The Tiger Who Came to Tea Judith Kerr</p>	 <p>JULIA DONALDSON & AXEL SCHEFFLER Monkey Puzzle</p>	 <p>Peace at Last Jill Murphy</p>	 <p>Janet & Allan Ahlberg FUNNYBONES</p>
 <p>From international bestseller OLIVER JEFFERS HOW to CATCH a STAR</p>	 <p>MOG the Forgetful Cat Judith Kerr</p>	 <p>FAIRYTALE CLASSICS The Three Little Pigs Angela Johnson</p>	 <p>FAIRYTALE CLASSICS Goldilocks and the Three Bears Jane Yolen</p>	 <p>OWL BABIES MARTIN WADDELL Illustrated by PATRICK BENSON</p>

Day Care Literacy Long Term Overview



Daily Song, Rhyme and Poetry Time

Daily songs and nursery rhyme times are another important part of the day for our youngest children in school. Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, we build our children's strong emotional connection to language. By learning poetry and songs using 'call and response', we enable our children to join in gradually. Each repetition strengthens their vocabulary, embedding new words.



Hickory Dickory Dock
 Row Row Row your boat.
 Sleeping Bunnies
 Wheels on the bus
 Humpty Dumpty
 Incy Wincy Spider

Twinkle Twinkle Little Star
 I'm a little tea pot
 Pat a cake pat a cake
 Ring around the rosie
 Old McDonald had a farm
 If you're happy and you know it.





Day Care Literacy Long Term Overview



The Daily Poem

At Captain Webb Primary, we believe it is important to set aside 5 minutes every day to listen to and enjoy Poetry.
The Poetry Spine is a core of books that foster a love of poetry with the best children's anthologies, hand-picked by literacy expert Pie Corbett.

