



## English Medium Term Plan

Year A	English/Literacy – SEN EYFS/KS1	Term:	Spring 2	Unit:	Growth and Green Fingers
<b>Prior Knowledge</b>	5 Key concepts of print:			<b>Cross-curricular</b>	EYFS – Understanding the World, Expressive Arts and Design KS1 – Art, Science, Design Technology
	How to hold a book			<b>Key Vocab</b>	<b>Narratives:</b> Beginning, middle, end, book, front cover, back cover, pages, author, illustrator, Beatrix Potter, Peter Rabbit, Farmer McGregor, Flopsy, Mopsy, Cottontail, <b>Instructions:</b> list, numbers, bullet points, non-fiction, instructions, first, next, then <b>Traditional rhymes:</b> rhyme, rhyming word, change
	Listening and attention skills Story language – beginning, middle, end, once upon a time Exploration of picture books 1:1, small group and independently			<b>Essential vocab</b>	Beginning, middle, end, book, front cover, back cover, pages, author, illustrator, listen, read, book, rhyme, list, instruction
<b>Key Learning in EYFS</b>				<b>Key Learning in Writing</b>	
<b>EYFS (Foundational) - Reading</b> <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Ask questions about the book.</li> <li>• Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Develop their phonological awareness, so that they can spot and suggest rhymes</li> <li>• 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</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul> <b>EYFS - Reading</b> <ul style="list-style-type: none"> <li>• Independently look at a book, hold it in the correct way and turn pages</li> <li>• Children will engage and enjoy an increasing range of books</li> <li>• Children will act out stories using recently introduced vocabulary</li> <li>• Children will be able to talk about the characters in the books they are reading</li> <li>• Children will retell a story using vocabulary influenced by their book</li> <li>• Children will be able to answer simple questions about what they have read</li> <li>• Demonstrate an understanding about what has been read to them by retelling narratives in their own words</li> <li>• Anticipate key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories/non-fiction</li> </ul> <b>EYFS (Foundational) - Writing</b> <ul style="list-style-type: none"> <li>• Can control the marks on the page.</li> <li>• Ascribes meaning to their marks</li> <li>• Can tell an adult what their marks mean</li> <li>• Can identify sounds from my own name in other words.</li> <li>• Can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Can write some letters accurately.</li> </ul> <b>EYFS -Writing</b>				<b>Year 1 – Reading</b> <ul style="list-style-type: none"> <li>• Make predictions based on what has been read so far.</li> <li>• Discuss the title and how it relates to the whole story.</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></li> <li>• Make basic inferences about what is being said and done.</li> <li>• Give opinions and support with reasons.</li> <li>• Apply phonic knowledge when reading.</li> <li>• Read words containing <i>-ed, -er</i> and <i>-est.</i></li> </ul> <b>Year 1 – Writing</b> <ul style="list-style-type: none"> <li>• Orally compose every sentence before writing.</li> <li>• Reread every sentence to check it makes sense.</li> <li>• Punctuate simple sentences with capital letters and full stops.</li> <li>• Say, and hold in memory whilst writing, simple sentences which makes sense.</li> <li>• Sequence events in order.</li> <li>• Identify and use question marks and exclamation marks.</li> <li>• Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>pull – pulled.</i></li> <li>• Use simple joining words to link ideas e.g. <i>and.</i></li> <li>• Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>• Discuss their writing with adults and peers.</li> <li>• Read aloud their writing to adults and peers.</li> </ul>	



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<ul style="list-style-type: none"> <li>Children will give meanings to their marks they make</li> <li>Children will begin to form letters correctly</li> <li>Children will be able to write initial sounds</li> <li>Children will begin to use a tripod grip when using mark making tools</li> <li>Children will accurately draw lines and, circles and shapes to draw pictures</li> <li>Children will write words/captions representing the sounds with a letter/letters matched to their phonic phase</li> <li>Children will write words which are spelt phonetically</li> <li>Children will write simple phrases and sentences using recognisable letters and sounds</li> <li>Children will form letters correctly using a tripod grip</li> </ul>			
<p><b>Teacher Knowledge</b></p>	<p><b>Narratives (Peter Rabbit)</b>          Peter Rabbit is a little bunny who loves to have adventures! He wears a blue jacket and is always getting into trouble. He lives with his mother and his brothers and sisters in a cozy burrow. But one day, Peter decides to sneak into Mr. McGregor's garden, even though his mother told him not to! Mr. McGregor doesn't like bunnies in his garden, and Peter has to run away quickly to escape! Beatrix Potter, the lady who made Peter Rabbit famous, was a writer and an artist. She loved drawing animals and nature. She made the stories of Peter Rabbit and his friends to share with children. Beatrix wrote many other stories too, with animals like Jemima Puddle-Duck, Squirrel Nutkin, and Benjamin Bunny. Her stories have lovely pictures, and they teach us about being kind, clever, and making good choices.</p> <p><b>Instructions</b>          Writing instructions is like giving someone a special set of steps to follow to do something! Imagine you want to tell a friend how to make a peanut butter sandwich. You can write instructions by numbering each step. When you write instructions, it's like being a helper! You give clear steps, so anyone who reads them can do the task easily, just like you would. It's important to use simple words and make sure the steps are in the right order, so the person doesn't get lost! Writing instructions helps others know how to do things.</p> <p><b>Traditional Rhymes and Rhyming Words</b>          Nursery/traditional rhymes are short, fun songs or poems that we say or sing! They often have silly words and rhythms that make them really fun to say and remember. Some nursery rhymes even have hand motions or dances that go with them. Rhyming words are words that sound the same at the end! They can be really fun to say, especially when they make a little song in your head. For example, the word "cat" rhymes with "hat," because both words end with the same sound—<b>-at</b>. Rhyming words sound alike, and you can play games by finding more words that rhyme! It's like a puzzle, where the pieces fit because they sound so similar!</p>	<p><b>FRUITS</b></p>	<p><b>Relationships</b> – We work together to create a new story with a collaboration approach</p> <p><b>Uniqueness</b> – We celebrate and appreciate everybody's different opinion on what we like or dislike about a story</p> <p><b>Intellect</b> – We become active participants in our own learning as we learn how to write and learn about the parts and elements of story book</p> <p><b>Treat Others with Respect</b> - We remember how to be respectful of each other as we listen to stories being told and share ideas in a positive and constructive manner</p> <p><b>Intellect</b> – We learn and use new literacy vocabulary and key concept knowledge</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> Basic skills week	<p><b>Reading Enjoyment - Basic skills.</b>  <b>We will work on remembering the 5 concepts of print, listening and attention and comprehension with a different book each day. We will also use story mapping to make these into story maps. In enhanced provision children will be encouraged to write and illustrate their own books or comic strips.</b></p>				



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<p><b>Week 2</b></p> <p>Narrative based on model text with innovation of character(s) and setting.</p> <p><b>Peter Rabbit</b></p>	<p><b>Reading and Responding</b></p> <p><b>Read Through</b> Peter Rabbit, predicting on each page what will happen next then discussing initial reactions to the story</p>	<p><b>Reading and Responding</b></p> <p><b>Words</b> Re-read specific pages and analyse word choices. Pick out any new or unfamiliar words and any interesting uses of words</p>	<p><b>Reading and Responding</b></p> <p><b>Characters and Settings</b> Select specific pages and discuss the characters and settings in the book</p>	<p><b>Reading and Responding</b></p> <p><b>Big Picture Reading</b> Reread and talk about how the illustrations make us feel. Why is it special? Which do we feel is the most important illustration?</p>	<p><b>Recap of learning for the week and sharing our work. Time also taken by adults to read or discuss the book with children in small groups or 1:1</b></p>
<p><b>Week 3</b></p> <p>Lancs Planning Unit: Narrative based on model text with innovation of character(s) and setting.</p> <p><b>Peter Rabbit</b></p>	<p><b>Reading and Responding</b></p> <p><b>Copy Me and Join In</b> Re-read the story with opportunities to “copy me” and opportunities to join in as we work on prosody</p>	<p><b>Reading and Analysing</b></p> <p><b>Story Mapping</b> We will create a story map for the Peter Rabbit story then use this to retell our story together as a shared read</p>	<p><b>Independent Write</b></p> <p><b>Independent Write</b> Children will work 1:1 to create a part of a new story for Peter Rabbit.</p>	<p><b>Modelled and Shared Write</b></p> <p><b>Shared Write</b> Children will work as a team to combine our original story parts and create a final shared write story</p>	<p><b>Recap of learning for the week and sharing our work. Time also taken by adults to read or discuss the book with children in small groups or 1:1</b></p>
<p><b>Week 4</b></p> <p>Lancs Planning Unit <b>Instructions</b></p> <p>A simple set of instructions.</p>	<p><b>Reading and Responding</b></p> <p>We will read and discuss instructions for different things</p>	<p><b>Reading and Analysing</b></p> <p>We will discuss the elements found in lists of instructions</p>	<p><b>Modelled and Shared Write</b></p> <p>We will work together to write the instructions for making a fruit salad</p>	<p><b>Planning and Gathering Content</b></p> <p>We will gather information for our instructions (instructions for planting a seed)</p>	<p><b>Independent Write</b></p> <p>Children will write instructions on how to plant and grow a seed</p>
<p><b>Week 5</b></p> <p>Lancs Planning Unit: <b>Traditional Rhymes</b></p> <p>A simple rhyme based on a traditional rhyme.</p>	<p><b>Reading and Responding</b></p> <p><b>Voting</b> Nursery rhyme time and voting on a nursery rhyme to change</p>	<p><b>Reading and Analysing</b></p> <p><b>Story Mapping</b> Children will work with the adult to map our chosen nursery rhyme</p>	<p><b>Planning and Gathering Content</b></p> <p><b>Rhyming Words</b> Children will explore rhyming words and the concept of rhyme</p>	<p><b>Planning and Gathering Content</b></p> <p><b>Generating Ideas</b> Children will work to think of different words which could be changed in the rhyme</p>	<p><b>Independent Write</b></p> <p>Children will work with an adult to create their own story map variation of a nursery rhyme which we will then share with the class</p>



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<b>Week 6</b> Basic skills week	<b>Reading Enjoyment - Basic skills.</b> <b>We will work on remembering the 5 concepts of print, listening and attention and comprehension with a different book each day. In enhanced provision children will be encouraged to write and illustrate their own books or comic strips.</b>				

Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Reading and Responding	<b>L.O. To be able to form an opinion about a story they have heard</b> Pay attention and respond to the pictures or the words. Children will engage and enjoy an increasing range of books Make predictions based on what has been read so far.	Listen to a story  Maintain attention  Understand basic flow of the story  Be able to offer an initial opinion	<b>Reading and Responding</b>  <b>Read Through</b> Peter Rabbit, predicting on each page what will happen next then discussing initial reactions to the story	<b>English Books</b>  Children to give their opinions on the book at the end of the story and put this opinion in their English books  Like/don't like Like/don't like, with reasons	Sign Supported English Widgets Supported carpet time Simpler version of the story with repeated refrains being used Some children will use mark making instead of writing in English books
Comprehension	<b>L.O. To explore how word choice can help to tell a story</b> Children will be able to answer simple questions about what they have read Explain clearly their understanding of what is read to them.	Listen to an input  Understand meaning of some words  Show curiosity in new words  Learn new vocabulary and meanings	<b>Reading and Responding</b>  <b>Words</b> Re-read specific pages and analyse word choices. Pick out any new or unfamiliar words and any interesting uses of words	<b>Carpet time discussion</b>  We will have a carpet time discussion to talk about the words .....  Notes to be made and words to be added to our Key vocabulary display	Sign Supported English Widgets Supported carpet time Simpler version of the story with repeated refrains being used Mixture of open and closed questions
Character	<b>L.O. To discuss characters from a book</b> Children will be able to talk about the characters in the books they are reading Identify and discuss the main characters in stories.	Understand what the word character means  Identify main characters  Recall some events from a story  Describe characters	<b>Characters and Settings</b> Select specific pages and discuss the characters and settings in the book	<b>English Books</b>  Children will choose a character and will describe them. This can be a name and their description or can be something they did in the story	Modelled descriptions at carpet time Sign Supported English Adult to scribe in books where necessary



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Illustrations	<p><b>L.O. To be able to describe an event in a story using a picture prompt</b></p> <p>Children will be able to answer simple questions about what they have read</p> <p>Identify and discuss the main events in stories.</p>	<p>Look carefully at a picture</p> <p>Recall some details about a character or story</p> <p>Understand question words</p>	<p><b>Big Picture Reading</b></p> <p>Reread and talk about how the illustrations make us feel. Why is it special? Which do we feel is the most important illustration?</p>	<p><b>English Books</b></p> <p>Children will use Colourful Semantics strips to talk about 2 illustrations from the story book</p> <p>Who, what doing</p> <p>Who, what doing, what, where</p>	<p>Modelled descriptions at carpet time</p> <p>Sign Supported English</p> <p>Adult to scribe in books where necessary</p> <p>Colourful Semantics</p>
Prosody	<p><b>L.O. To build prosody skills and to absorb the story through oral retelling</b></p> <p>Children will act out stories using recently introduced vocabulary</p>	<p>Maintain focus at input time</p> <p>Be able to verbally or non-verbally copy the speaker</p> <p>Change in voice tone</p> <p>Be able to recall repeated refrains</p>	<p><b>Copy Me and Join In</b></p> <p>Re-read the story with opportunities to “copy me” and opportunities to join in as we work on prosody</p>	<p><b>Carpet Time</b></p> <p>To join in with the story</p> <p>Children who do not join in will do the activity 1:1 following the carpet time</p>	<p>Sign Supported English</p> <p>Encouragement</p> <p>Adult supported carpet area</p> <p>Widget</p> <p>Opportunity to do the activity 1:1</p>
Story Mapping	<p><b>L.O. To recall the characters and main events of a story</b></p> <p>Demonstrate an understanding about what has been read to them by retelling narratives in their own words</p> <p>Retell familiar stories in a range of contexts</p>	<p>Be able to recall basic events from a story</p> <p>Understand ‘first’ ‘next’ ‘then’</p> <p>Understand story sequencing</p>	<p><b>Story Mapping</b></p> <p>We will create a story map for the Peter Rabbit story then use this to retell our story together as a shared read</p>	<p><b>Carpet Time</b></p> <p>We will create a story map for Peter Rabbit</p> <p><b>English Books</b></p> <p>This will then be printed for each child’s book and each child will retell the story to an adult using the story map as a prompt (Adult to scribe in book)</p>	<p>Sign Supported English</p> <p>Widgets</p> <p>Supported carpet time</p> <p>Simpler version of the story with repeated refrains being used</p> <p>Mixture of open and closed questions</p> <p>Adult scribing</p> <p>Group activity</p>
Narratives and Story Structure	<p><b>L.O. To create a new Peter Rabbit story</b></p> <p>Demonstrate an understanding about what has been read to them by retelling narratives in their own words</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>	<p>Recall the events and characters from the story</p> <p>Be able to accept changes in a story</p> <p>Be able to offer suggestions</p>	<p><b>Independent Write</b></p> <p>Children will work 1:1 to create a part of a new story for Peter Rabbit.</p>	<p><b>1:1 Discussion</b></p> <p>Children will work with an adult to create a new adventure for Peter Rabbit. The parts of the story that each child creates will be combined tomorrow to make a shared story</p>	<p>Mixture of open and closed questions</p> <p>Adult scribing</p> <p>Picture prompts</p> <p>Colourful Semantics prompts</p>



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Performance	<p><b>L.O. To create and illustrate a shared story</b></p> <p>Children will act out stories using recently introduced vocabulary</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>	<p>Listen to instructions</p> <p>Follow instructions</p> <p>Stand confidently in front of class</p> <p>Engage in performance</p> <p>Understand elements of a front cover</p>	<p><b>Shared Write</b></p> <p>Children will work as a team to combine our original story parts and create a final shared write story</p>	<p><b>Carpet and English Books</b></p> <p>We will act out our shared story then children will do a front cover for the story (illustration, title, their own name as author/illustrator)</p>	<p>Shared write</p> <p>Adult carpet support</p> <p>Prompts</p> <p>Children allowed to refuse to join in acting</p> <p>Supported mark making</p>
Instructions: Reading and Responding	<p><b>L.O. To understand the difference between a narrative and a list</b></p> <p>Understand 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</p>	<p>Learn that print can have different meanings</p> <p>Learn that instructions can be given in print</p>	<p>We will read and discuss instructions for different things</p>	<p><b>Carpet Discussion</b></p> <p>We will talk about the different instructions we read, in particular highlighting the difference between instructions and narratives</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p>
Reading and Analysing	<p><b>L.O. To understand common elements of a list</b></p> <p>Understand 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</p>	<p>Lists of instructions can be written in different ways</p> <p>Understand use of bullet points</p> <p>Understand use of numbers in lists</p> <p>Understand correct sequencing of actions</p>	<p>We will discuss the elements found in lists of instructions</p>	<p><b>Carpet Discussion</b></p> <p>We will talk about the different elements that we find in a list</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p>
Instructions	<p><b>L.O. To do a shared write of a list of instructions to make a fruit salad</b></p> <p>Use and understand recently introduced vocabulary during discussions about non-fiction</p> <p>Sequence events in order.</p>	<p>Recall steps taken in a recent activity</p> <p>Understand the purpose of a list of instructions</p> <p>Understand how to use numbers to write a sequential list</p>	<p>We will work together to write the instructions for making a fruit salad</p>	<p><b>Carpet Discussion</b></p> <p>We will do a shared write to make our own list of instructions as we recall making our fruit salad in Design Technology</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p> <p>Modelling</p>



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		Understand the basics of sentence structure			
Planning and Gathering Content	<p><b>L.O. To decide what to put in our instructions on how to grow a plant</b></p> <p>Use and understand recently introduced vocabulary during discussions about non-fiction</p> <p>Sequence events in order.</p>	<p>Understand that a list of non-fiction instructions needs to be based on fact</p> <p>Previous learning on how to write instructions</p> <p>Knowledge that we can gather information from the internet</p>	We will gather information for our instructions (instructions for planting a seed)	<p><b>Carpet Discussion</b></p> <p>We will research and recap the different steps needed to grow a plant and recall what we have been learning in science</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p>
Instructions: Independant Write	<p><b>L.O To write a list of instructions on how to plant and grow a seed</b></p> <p>See all writing links</p> <p>See all writing links</p>	<p>Use of phonics knowledge</p> <p>Pencil control and grip</p> <p>Letter formation</p> <p>Previous learning about instruction lists</p>	Children will write instructions on how to plant and grow a seed	<p><b>English Books</b></p> <p>Children will write instructions on how to plant and care for a seed. Most children will be encouraged to write their instructions using phonic knowledge and support. Adult scribing for one child who is still unable to control pencil movements</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p> <p>Adult scribing</p> <p>Copying written words</p> <p>Use of Little Wandle phonics sheet</p>
Reading and Responding	<p><b>L.O. To share an opinion on what they have heard</b></p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Identify and discuss the main events in stories.</p>	<p>Listening and attention</p> <p>Previous exposure to nursery rhymes</p> <p>Joining in with nursery rhymes</p> <p>Being able to keep timing and rhythm with others</p>	<p><b>Voting</b></p> <p>Nursery rhyme time and voting on a nursery rhyme to change</p>	<p><b>Carpet Discussion</b></p> <p>We will decide which of our nursery rhymes we are going to use for our modelled write</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p>
Reading and analysing	<p><b>L.O. To recall a rhyming text</b></p> <p>Demonstrate an understanding about what has been read to them</p>	<p>Recall of nursery rhymes</p> <p>Exposure to rhyming words</p>	<p><b>Story Mapping</b></p> <p>Children will work with the adult to map our chosen nursery rhyme</p>	<p><b>Carpet Discussion</b></p> <p>We will retell our nursery rhyme as a narrative as we follow the story map and read it out together</p>	<p>Sign Supported English</p> <p>Simplified Language</p> <p>Widgets</p> <p>Adult supported carpet time</p> <p>Regular refocussing</p>



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	<p>by retelling narratives in their own words</p> <p>Identify and discuss the main events in stories.</p>	<p>Recall and sequencing</p>			
Rhyming Words	<p><b>L.O. To spot rhyming words</b> Develop their phonological awareness, so that they can spot and suggest rhymes</p>	<p>Previous exposure to rhyme in songs and stories</p> <p>Understanding of the meaning of 'rhyming words'</p> <p>Ability to fill in the missing word from familiar nursery rhymes</p> <p>Ability to hear and isolate the end part of words</p>	<p><b>Rhyming Words</b> Children will explore rhyming words and the concept of rhyme</p>	<p><b>Small Group Games</b> Children will play Rhyming Robot in small groups or 1:1 with an adult (Busy Things &gt; Reception &gt; Literacy &gt; Phonics &gt; Sounds in Words)</p>	<p>Sign Supported English Simplified Language Widgets Adult supported carpet time Regular refocussing</p>
Planning and Content Gathering	<p><b>L.O. To work together to decide how to change a rhyming text</b> Makes comments and shares their own ideas.</p> <p>Give opinions and support with reasons</p>	<p>Listening and attention</p> <p>Working as a group</p> <p>Rhyming knowledge</p> <p>Ability to cope with change in a familiar rhyme</p> <p>Ability and confidence to share ideas</p>	<p><b>Generating Ideas</b> Children will work to think of different words which could be changed in the rhyme</p>	<p><b>Carpet Discussion</b> We will decide which words to take out of our nursery rhyme</p>	<p>Sign Supported English Simplified Language Widgets Adult supported carpet time Regular refocussing</p>
Independent Write	<p><b>L.O. To write a nursery rhyme with a twist</b> Demonstrate an understanding about what has been read to them by retelling narratives in their own words Discuss their writing with adults and peers.</p>	<p>Previous rhyme learning</p> <p>Ability to cope with a change to an existing rhyme</p> <p>Making choices</p>	<p>Children will work with an adult to create their own story map variation of a nursery rhyme which we will then share with the class</p>	<p><b>English Books</b> Children will use the story map with gaps which we created yesterday to make their own nursery rhyme by selecting from a bank of pictures to fill the gaps. We</p>	<p>Sign Supported English Simplified Language Widgets Adult supported carpet time Regular refocussing</p>



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	Read aloud their writing to adults and peers.	Confidence to perform		will then perform these at carpet time. Some children to also write their rhyme in their books.	