

EYFS English Poetry Long Term Plan

	<u>Autumn</u>
Poetry Unit/ Poetry features and skills	<u>The Jolly Little Snowman</u> • Use language to imagine and recreate roles and experiences in play situations • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Listen and respond to ideas expressed by others in conversation or discussion Additional texts: The Snowman Raymond Briggs, Carrot Soup by John Segal, One Snowy Night by Nick Butterworth, The Gruffalo's Child By Julia Donaldson
Unit Outcome	Children will use imaginative play to recreate experiences from the poem, taking on roles such as the bunny and snowman. They will develop and use new vocabulary relating to winter, animals and food, explore the meaning and sounds of words, and listen and respond appropriately to the ideas of others during conversations and collaborative play.
Communicat ion and Language	• Maintain attention, concentrate and sit quietly during appropriate activity (L&A) • Understand humour, e.g. nonsense rhymes, jokes (U) • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S) • Link statements and stick to a main theme or intention (S) • Respond to instructions involving a two-part sequence (U)
Reading objectives covered within the unit	• Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction, set • Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set
Vocabulary	Round, sphere, ball, small, larger, Snow, cold, wet, pat, melt, water, crystals, ice, icicles, Crispy, crunchy, hard, soft, sticky, Carrot, turnip, coal, buttons, rocks, pebbles, hat, scarf, Head, body, arms Alternative word for nibble: Peck, gnaw, chew, munch, crunch, chomp Jolly: Chipper, happy, cheerful, merry, playful, funny, chirpy, jokey Little: Mini, small, tiny, young, wee, short, dinky, short, petite
Continuous provision	• Investigation station – magnifiers, foot prints in snow, animal foot prints in mud • Malleable area: make a snowman and decorate it with resources e.g. pipe cleaners for arms, buttons for eyes etc • Gross motor- throw snowballs into cup relating to a number • Build a Snowman game- roll a dice, match the number to the part of the snowman- winner is the one who builds their snowman first • Investigate other animals around this time of year • Small world- build a snowman with various resources, e.g. cotton wool, pipe cleaners etc • Sequence the poem using pictures of the full poem- retell it to a friend

	Ice/snow investigation- what melts the snow/ice- can it be sped up?
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	<u>Spring</u>
Poetry Unit/ Poetry features and skills	<u>Creepy Crawly by Anon</u> - Use language to imagine and recreate roles and experiences in play situations - Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Listen and respond to ideas expressed by others in conversation or discussion Additional texts: <i>Bugs A-Z</i> by Caroline Lawton, <i>Mad About Minibeasts!</i> Giles Andreae, illustrated by David Wojtowycz, <i>The Very Busy Spider</i>, Eric Carle, <i>The Very Hungry Caterpillar</i> Eric Carle,
Unit Outcome	Pupils' drawings will be labelled with marks appropriate to their development stage. The pupils will contribute to a class poem.
Communication and Language	- Use new vocabulary in different contexts (S) - Articulate their ideas & thoughts in well-formed sentence Using new vocabulary and correct tenses(s) - Listen carefully to and learn rhymes, poems and songs -Linked to key theme / season / celebrations(L&A) - Understand humour e.g. nonsense rhymes / jokes (L&A) - Listen to and talk about stories/poems to build familiarity and understanding - Engage in conversation about main characters / events, Link story events to own experiences / other texts, Discuss feelings and actions of main characters (L&A)
Reading objectives covered within the unit	- To use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, - Talk about likes and dislikes of texts, rhymes and poems - Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set
Vocabulary	crawl, crawly, climb, observe, wriggly, shiny, noisy, tickly, busy. tiny, bouncy, slimy, shelter, spotty, settle, scuttle, slide, slither, creep explore
Continuous provision	- Investigation station – magnifiers, shells, stones, fossils, leaves, flowers, minibeast pictures/models, wood, soil sample, empty snail shell - Make a bug hotel using natural resources

	• Mark making – large die with ‘inserts’ of the pattern different bugs might make when they move: a straight line, a wiggly line, zig zags, polka dots, UUUUUUUU nnnnnnnnnn. Roll the die and copy the pattern • ‘Silly Soup’ rhyming images to be left out • Build a Beetle game • Art – example images to paint; collage minibeasts; junk modelled minibeasts • Mathematical links: counting legs, wings, spots; one more, one less; sorting activities • Nursery rhymes on laminated cards and a box of percussion instruments- Little Miss Muffet; Ladybird, Ladybird Fly away Home; Incy Wincy Spider; Spider in the Bath • Information books to find and share interesting facts/pictures
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	<u>Summer</u>
Poetry Unit/ Poetry features and skills	<u>Eat Your Peas, Louise! by Pegeen Snow</u> <u>Additional poems and texts:</u> Say Please from Don't Put Mustard in the Custard by Michael Rosen, Eat Your Peas by Kes Gray and Nick Sharratt, Oliver's Vegetables — Vivian French , The Runaway Pea — Kjartan Poskitt, Handa's Surprise — Eileen Browne
Unit Outcome	Outcome: Poetry- class poem to be performed for an audience (maybe to another class) Writing outcome: Pupils will contribute phrase/captions/lines to a class poem
Communication and Language	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (L&A) • Understand humour more readily e.g. nonsense rhymes/jokes (L&A) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate(S) • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (s)
Reading objectives covered within the unit	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Read aloud simple sentences and books that are consistent with their phonics knowledge,
Vocabulary	Squeeze, mushy peas, spam, boil, noon, harvest, mince, fry, tease, roast, stew, vegetable, ‘if you please’, taste

Continuous
provision

- What do plants need to grow? (Take a piece of leafy celery and cut the end off the bottom of the stalk. Place it in a jar of water to which 10 drops of food colouring have been added. In about 12 hours, you will be able to see the red water that has been absorbed into the veins of the stalk and leaves.)
- Copies of the word cards could be left out for pupils to read to each other or mixed in with other words which do not rhyme with *peas*. The pupils could sort them into two hoops/baskets.
- Provide different materials for pupils to draw, paint, collage etc. Pupils may choose to illustrate parts of their poem.
- Role play- garden/vegetable shop
- Explore taste through different kinds of vegetables
- What part of the plant can we eat?
- Fine motor- cutting up vegetables
- Plant vegetables ready for the autumn harvest