

Unit plans included in the Jane Considine English Unit Plan Subscription

	www.ianacansidina.com	UNIT PLAN TITLE																										
	www.janeconsidine.com	NARRATIVE NARRATIVE															NON-FICTION											
	EYFS	WE'RE GOING ON A BEARHUNT	PERFECTLY NORMAN	RUBY'S WORRY	ONSUDDENHILL	JACK AND THE JELLYBEANSTALK	HANDA'S SURPRISE	WHERE THE WILD THINGS ARE	ROSIE'S WALK	HOW TO CATCH A STAR	THE PROUDEST BLUE	ALL ABOARD THE LONDON BUS	KATIE AND THE SUNFLOWERS	POPPIES CBEEBIES ANIMATION	LOST AND FOUND	PIGSMIGHTFLY	SAM AND DAVE DIG A HOLE	RAINBOW FISH	THE GIANT JAM SANDWICH	BEARSHAPED	IF SHARKS DISAPPEARED	IWANNA IGUANA	CHOCOLATE MUG CAKE	PENGUINS	WHAT WE'LL BUILD	٠ لام	HOW TO GET YOUR TEACHER READY FOR SCHOOL	EVERYBODY COUNTS
ATTENTION AND UNDERSTANDING	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.	✓	✓	✓	✓	✓	✓	•	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	•	✓	✓
	Make comments about what they have heard and ask questions to clarify their understanding.	⋖	✓	✓	✓	•	✓	⋖	⋖	✓	✓	⋖	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	⋖	✓	✓	~	✓	✓
LISTENING	Hold conversation when engaged in back and forth exchanges with their teachers and peers.	✓	⋖	✓	✓	⋖	✓	⋖	✓	✓	✓	d	⋖	✓	✓	✓	⋖	⋖	✓	⋖	⋖	✓	✓	✓	✓	⋖	⋖	✓
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	✓	✓	✓	✓	⋖	✓	⋖	✓	✓	✓	✓	⋖	✓	✓	✓	⋖	⋖	✓	✓	⋖	✓	✓	✓	✓	⋖	✓	✓
EAKING	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATION STAGE SP	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	•	~	•	>	✓
RS FOUND,	Write recognisable letters most of which are correctly formed.	⋖	✓	✓	✓	⋖	✓	⋖	✓	✓	✓	⋖	⋖	✓	✓	✓	⋖	⋖	✓	✓	⋖	⋖	✓	✓	✓	✓	✓	⋖
ARLY YEAF	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	⋖	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	⋖	⋖	✓	⋖	⋖	✓	✓	✓	⋖	✓	✓	✓	⋖	⋖	✓
FOR THEE	Write simple phrases and sentences that can be read by others.	✓	⋖	✓	✓	⋖	✓	⋖	✓	✓	✓	⋖	⋖	✓	✓	✓	⋖	⋖	✓	⋖	⋖	✓	⋖	✓	✓	⋖	✓	⋖
STATUTORY FRAMEWORK FOR THEEARLY YEARS FOUNDATION STAGE IPREHENSION WRITING	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STATUTOF	Anticipate - where appropriate - key events in stories.	⋖	✓	✓	✓	✓	✓	⋖	✓	✓	✓	⋖	•	✓	✓	✓	⋖	✓	✓	✓								
8	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.	•	✓	✓	•	•	•	•	✓	✓	✓	•	•	✓	✓	✓	•	✓	✓	✓	•	•	✓	✓	✓	•	✓	✓
AND EXPRESSIVE	Invent, adapt and recount narratives and stories with peers and their teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
BEING IMAGINATIVE.	Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.																											