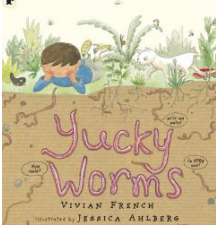





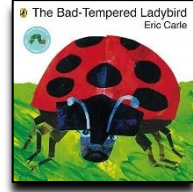
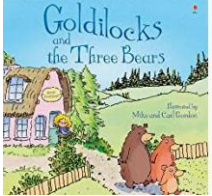
Long Term English Overview - EYFS



Class EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic/Theme	Magical Me	People Who Help Us	Marvellous Minibeasts	Glorious Growth	Under the Sea	Traditional Tales
Book	Hickory Dickory Dog by Alison Murray 	Handa's Surprise by Eileen Brown 	Yucky Worms by Vivian French 	A Great Big Cuddle by Michael Rosen 	Surprising Sharks by Nicola Davies 	The Three Little Pigs by Axel Scheffler 
Literary form	Stories that Rhyme/ Nursery Rhymes	Narrative	Information/ Narrative	Poetry	Information Text	Narrative
Linked texts						

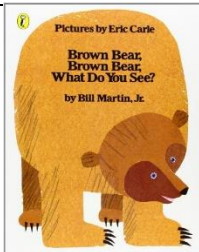
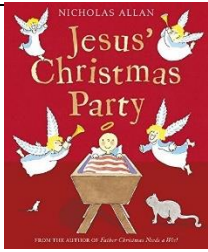
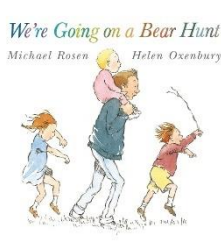

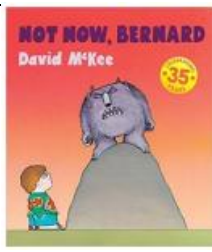
Long Term English Overview - EYFS



			 			
Major writing outcome	Exploring onset and rhyme - writing words which rhyme <i>e.g. cat, hat, mat, dog, log, bog, frog</i> Writing labels and captions. Name writing	Story sequencing – ordering key events from a story. Writing simple phrases and sentences	Class book on different mini-beasts. Writing simple labels, phrases and sentences	Writing simple collaborative poems Writing simple phrases for a poem	Fact files on sharks Writing simple labels, phrases and sentences	Retelling of the Three Little Pigs Innovation and writing own version of story. 2-3 sentences to create a simple narrative
Other writing opportunities	<ul style="list-style-type: none"> Sequencing parts of the day Writing lists of things that live on a farm Making maps to capture the fine prize cow Wanted posters to 	<ul style="list-style-type: none"> Poster to design stick/box as something else. Letters to Father Christmas. Writing Christmas cards for friends and family 	<ul style="list-style-type: none"> Designing, making and labelling a wormery Writing simple poems 	<ul style="list-style-type: none"> Retelling/sequencing a familiar story Life cycle of a frog (linked to Tad) or butterfly (linked to The Very Hungry Caterpillar). 	Postcards from the seaside Descriptions of the seaside using our 5 senses.	<ul style="list-style-type: none"> Wanted poster for the Big Bad Wolf Design and write about a new house design for the 3 Little Pigs

Long Term English Overview - EYFS



	catch the burglars.					
Cross curricular reference	<ul style="list-style-type: none"> The natural world – our local area Creating using materials Past and present – all about me and my families Exploring seasonal change – Autumn Visit to the farm IT – programme beebots around a farm 	<ul style="list-style-type: none"> The natural world – Forest School Creating using materials Past and present – all about me and my families Exploring seasonal change – Autumn EAD – junk modelling using recycled materials Visits from people who help us 	<ul style="list-style-type: none"> UTW- exploring animals and their habitats UTW – looking for signs of spring Real life experience – tadpoles – frogs UTW – making a bug hotel in the EYFS area EAD - Ugly Bug Ball IT – minibeast data collection 	<ul style="list-style-type: none"> UTW- exploring animals and their habitats UTW – looking for signs of spring Real life experience – caterpillars to butterflies. UTW – growing herbs, vegetables in garden area PSED – learning about healthy bodies PSED- Making healthy fruit kebabs 	<ul style="list-style-type: none"> UTW- exploring plastics in the oceans. What can we do? Trip – visit a seaside UTW – compare Peover to Southport UTW – seasonal change - Spring to Summer 	<ul style="list-style-type: none"> UTW- exploring materials to make homes EAD- design and make a new home for the pigs EAD- Helicopter Stories
Read Aloud Text – story to orally rehearse and retell as part of CLL						All of the above

Long Term English Overview - EYFS



CURRICULUM	EYFS DEVELOPMENT MATTERS 2021
Communication and Language objectives	<p><u>Listening, Attention and Understanding ELG</u></p> <ul style="list-style-type: none"> • 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. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking ELG:</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.
Reading objectives	<p><u>Comprehension ELG</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Writing objectives	<p><u>Writing ELG</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.
Physical Development – fine motor control	<p><u>Fine motor control ELG</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Long Term English Overview - EYFS

