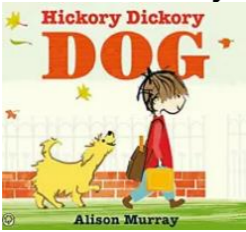
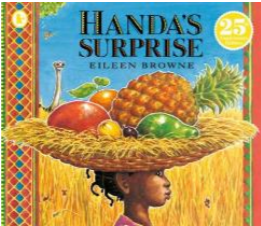
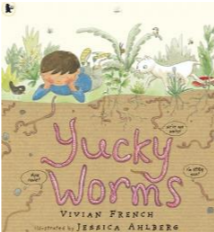
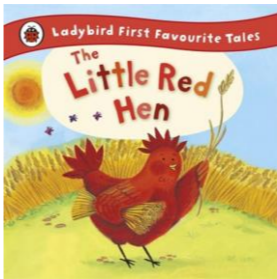
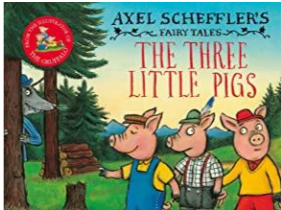
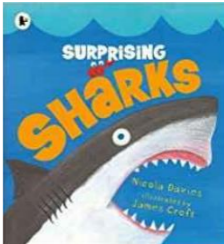
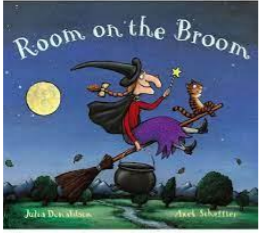

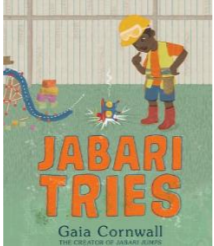
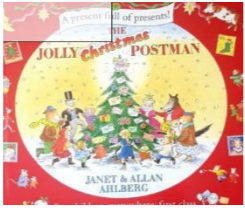
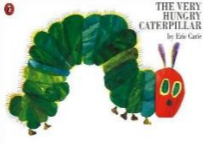
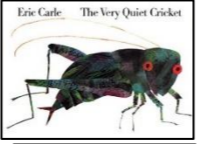
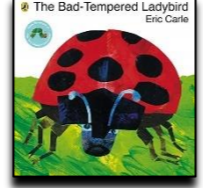
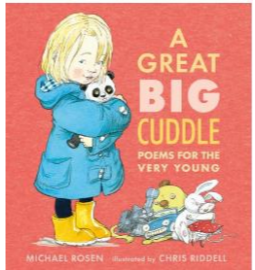


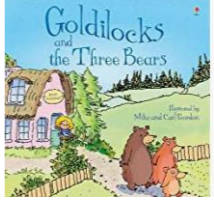
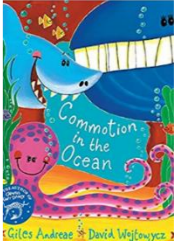


# Long Term English Overview - EYFS



Class EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Topic/Theme</b>	<b>Magical Me</b>	<b>People Who Help Us</b>	<b>Marvellous Minibeasts</b>	<b>Glorious Growth /Life on the Farm</b>	<b>Traditional Tales</b>	<b>Under the Sea</b>
<b>Book</b>	<b>Hickory Dickory Dog by Alison Murray</b> 	<b>Handa's Surprise by Eileen Brown</b> 	<b>Yucky Worms by Vivian French</b> 	<b>Little Red Hen</b> 	<b>The Three Little Pigs by Axel Scheffler</b> 	<b>Surprising Sharks by Nicola Davies</b> 
<b>Literary form</b>	<b>Stories that Rhyme/ Nursery Rhymes</b>	<b>Recount</b>	<b>Information/ Narrative</b>	<b>Traditional Tales/Poetry</b>	<b>Narrative</b>	<b>Information Text</b>
<b>Linked texts</b>	 	 	  	<b>A Great Big Cuddle by Michael Rosen</b> 	  	
<b>Major writing outcome</b>	Exploring onset and rhyme - writing words which rhyme <i>e.g. cat, hat, mat dog, log, bog, frog</i>  <b>Writing labels and captions. Name writing</b>	Recounting experiences.  Simple Postcards  <b>Writing simple phrases and sentences</b>	Class book on different mini-beasts.  <b>Writing simple labels, phrases and sentences</b>	Writing simple collaborative poems  <b>Writing simple phrases for a poem</b>	Retelling of the Three Little Pigs  Innovation and writing own version of story.  <b>2-3 sentences to create a simple narrative</b>	Fact files on sharks  <b>Writing simple labels, phrases and sentences</b>
<b>Other writing opportunities</b>	<ul style="list-style-type: none"> <li>Sequencing parts of the day</li> <li>Writing lists of things that live on a farm</li> <li>Making maps to capture the fine prize cow</li> </ul>	<ul style="list-style-type: none"> <li>Poster to design stick/box as something else.</li> <li>Letters to Father Christmas.</li> <li>Writing Christmas cards for friends and family</li> </ul>	<ul style="list-style-type: none"> <li>Designing, making and labelling a wormery</li> <li>Writing simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Retelling/sequencing a familiar story</li> <li>Life cycle of a frog (linked to Tad) or butterfly (linked to The Very Hungry Caterpillar).</li> </ul>	<ul style="list-style-type: none"> <li>Wanted poster for the Big Bad Wolf</li> <li>Design and write about a new house design for the 3 Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Postcards from the seaside</li> <li>Descriptions of the seaside using our 5 senses.</li> </ul>

# Long Term English Overview - EYFS



	<ul style="list-style-type: none"> <li>Wanted posters to catch the burglars.</li> </ul>					
<b>Cross curricular reference</b>	<ul style="list-style-type: none"> <li>The natural world – our local area</li> <li>Creating using materials</li> <li>Past and present – all about me and my families</li> <li>Exploring seasonal change – Autumn</li> <li>Visit to the farm</li> <li>IT – programme beebots around a farm</li> </ul>	<ul style="list-style-type: none"> <li>The natural world – Forest School</li> <li>Creating using materials</li> <li>Past and present – all about me and my families</li> <li>Exploring seasonal change – Autumn</li> <li>EAD – junk modelling using recycled materials</li> <li>Visits from people who help us</li> </ul>	<ul style="list-style-type: none"> <li>UTW- exploring animals and their habitats</li> <li>UTW – looking for signs of spring</li> <li>Real life experience – tadpoles – frogs</li> <li>UTW – making a bug hotel in the EYFS area</li> <li>EAD - Ugly Bug Ball</li> <li>IT – minibeast data collection</li> </ul>	<ul style="list-style-type: none"> <li>UTW- exploring animals and their habitats</li> <li>UTW – looking for signs of spring</li> <li>Real life experience – caterpillars to butterflies.</li> <li>UTW – growing herbs, vegetables in garden area</li> <li>PSED – learning about healthy bodies</li> <li>PSED- Making healthy fruit kebabs</li> </ul>	<ul style="list-style-type: none"> <li>UTW- exploring materials to make homes</li> <li>EAD- design and make a new home for the pigs</li> <li>EAD- Helicopter Stories</li> </ul>	<ul style="list-style-type: none"> <li>UTW- exploring plastics in the oceans. What can we do?</li> <li>Trip – visit a seaside</li> <li>UTW – compare Peover to Southport</li> <li>UTW – seasonal change - Spring to Summer</li> </ul>
<b>Read Aloud Text – story to orally rehearse and retell as part of CLL</b>					All of the above	
<b>CURRICULUM</b>	<b>EYFS DEVELOPMENT MATTERS 2021</b>					
<b>Communication and Language objectives</b>	<p><b>Listening, Attention and Understanding ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking ELG:</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>					
<b>Reading objectives</b>	<p><b>Comprehension ELG</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading ELG</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>					
<b>Writing objectives</b>	<p><b>Writing ELG</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>					

# Long Term English Overview - EYFS



<b>Physical Development – fine motor control</b>	<b><u>Fine motor control ELG</u></b> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li></ul>	
--	--	--