



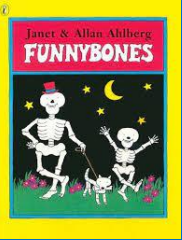
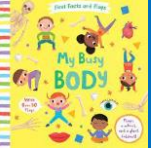

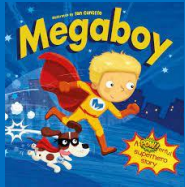
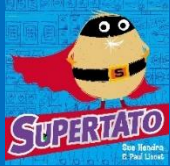
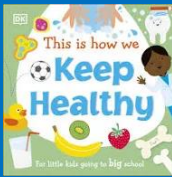
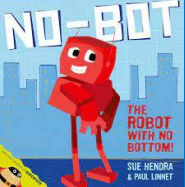
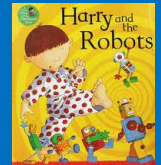

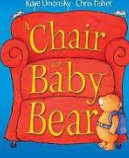
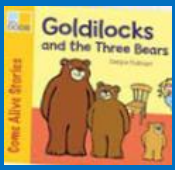
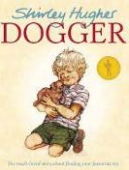


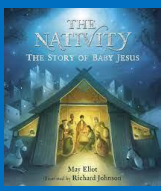


# St Bernadette's Catholic Primary School

## EYFS English Overview Autumn Term

	<b>Key Learning Communication &amp; Language</b>	<b>Key Learning Reading</b>	<b>Key learning Writing</b>	<b>Purpose/outcomes</b>	<b>Vocabulary</b>	<b>Participation &amp; Performance</b>
<p><b>Key Text 1</b></p>  <p><b>Link Texts</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>Listens to others in 1-1 or a small group</li> <li>Listen to a story with enjoyment and begin to respond appropriately</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understand a simple sequence of events</li> <li>Understand and respond to what, where, who, when and how in simple questions.</li> <li>Beginning to understand why?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use talk to organise and clarify a simple sequence of events</li> <li>Begins to use more complex sentences using 'and'</li> <li>Begins to use more complex sentences using 'because'</li> </ul>	<ul style="list-style-type: none"> <li>Fills in the missing word or phrase in a known story</li> <li>Begins to recognise some written names of peers and family</li> <li>Explore what a character might say, feel and think</li> </ul>	<ul style="list-style-type: none"> <li>Creates simple narratives using: drawing, words, pictures and/or sentences</li> <li>Ascribed meanings to signs, symbols and words that they see in different places.</li> <li>Gives meaning to the marks they make as they draw, write, paint and type.</li> </ul>	<ul style="list-style-type: none"> <li>In small groups create a sequence of the child's growth throughout the story.</li> <li>Draw and label a picture of their family</li> <li>Create and label emotions monsters to match the emotions felt by Ruby in the story</li> </ul>	<p>when, then, after, baby, toddler, child, teenager, adult, high chair, playschool, school, crawl, walk, run, talk &amp; giants</p> <p>Me, mum, dad, brother, sister, auntie, uncle, grandma, nan, nanna, grandad, cousin</p> <p>Worry, happy, explore, discovered, small, grow, bigger, enormous, shrink, angry, cross, upset,</p>	<ul style="list-style-type: none"> <li>Take part in imaginative role play – <b>School &amp; House</b></li> <li>Orally retell the story using emotions puppets - <b>Emotions Puppet show.</b></li> </ul>
<p><b>Key text 2</b></p>  <p><b>Link Texts</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>Speak clearly in sentences</li> <li>Joins in with repeated refrains and anticipates key events and phrase in rhymes and stories.</li> <li>Listens with enjoyment to non-fiction texts</li> <li>Maintain attention when reading and discussing non-fiction texts about the body</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and respond to what, where, who, when and how in simple stories.</li> <li>Understand and respond to what, where, when and how in simple information texts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Orally retell narratives in the correct sequence, using their own words and pictures to support.</li> <li>Understand and respond to what, where, when and how in simple information text</li> <li>Use talk to explain how things work and why things might happen.</li> <li>Questions why things happens and gives explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Look closely and discuss the illustrations to develop an understanding of the story</li> <li>Discuss specific information in non-fiction texts, e.g. labels, images, contents page, captions glossary</li> <li>Activate prior learning 'what do we already know about....?'</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a simple story using drawings and written words.</li> <li>Begin to show accuracy when drawing (body)</li> <li>To label body parts applying knowledge of initial sounds.</li> <li>Builds words using letter sounds in their writing</li> </ul>	<ul style="list-style-type: none"> <li>To create their own story map of the first sequence in the story. (pg1)</li> <li>To draw and label pictures of their bodies</li> <li>To make own books about the body</li> </ul>	<ul style="list-style-type: none"> <li>Dark, hill, town, street, house, staircase, cellar, skeleton, skull, frighten, park, pond, tennis court, swings, zoo, toe, foot, leg, hip, backbone, bone</li> <li>Information, non-fiction texts, labels, images, contents page, captions glossary</li> <li>Skin, hair, nose, eyes, neck, fingerprints, head, shoulders, ear, mouth, arm, elbow, hand, finger, leg, knee, foot, toe, brain</li> <li>Senses Touch, taste, smell, hear &amp; see</li> <li>Further vocabulary generated by the staff/children in their exploration of their senses</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell the story using story map &amp; puppets – <b>Funnybones puppet show</b></li> </ul>

<p><b>Key Text 3</b></p>  <p><b>Link Text 1</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>• Begin to speak in sentences using past, present and future tense when talking about events and ideas</li> <li>• Maintain attention when reading and discussing the narrative sequence of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the main characters in the story</li> <li>• Identify, discuss and sequence the main events in the story.</li> <li>• Explore what a character might say, feel and think</li> <li>• Respond to questions about how and why we need to be healthy/brush our teeth, exercise/wash our hands/eat healthily</li> </ul>	<ul style="list-style-type: none"> <li>• Independently use writing in their play (Superhero HQ)</li> <li>• Use writing to say what a character might be thinking, saying or feeling</li> <li>• Imitate and innovate the story of Supertato using pictures words and sentences.</li> <li>• Independently use writing in their play (shopping lists in the supermarket)</li> </ul>	<ul style="list-style-type: none"> <li>• In small groups with adult support, create using pictures, words and sentences, an innovated story map for a new vegetable superhero.</li> <li>• How to instructions for brushing our teeth</li> </ul>	<p>Mega, normal, secret, transforms, maps, plans, superhero, villain, dastardly, escape, scheme, plot, scared, headquarters, HQ</p> <p>Potato, carrot, broccoli, cucumber, pea, tomato, Pear, swede, yam, squash, mushroom etc...</p> <p>supermarket, freezer, frozen, jelly,</p> <p>Contextual understanding 'cornered', 'fell for it' &amp; 'off his trolley'</p> <p>wash, soap water, rub, clean rinse, germs dry, toothbrush, tooth paste, brush, teeth, rinse, dentist, doctor, fruit, vegetables healthy, unhealthy, exercise, sleep, rest, breathe, drink</p>	<p>Take part in imaginative role play – <b>Superhero Headquarters /Supermarket/Doctors</b></p>
<p><b>Key Text 4</b></p>  <p><b>Link Texts</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>• Listens with enjoyment to fiction texts.</li> <li>• Listen to familiar stories with increasing attention and recall</li> <li>• Maintain attention to an adult in a range of situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and discuss stories that have been read to them</li> <li>• Respond to questions using who, what where and when linked to text and illustrations</li> <li>• Discuss specific information in non-fiction texts, e.g. labels, images, contents page, captions and glossary.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates simple narratives using: drawing, words, pictures and/or sentences</li> <li>• Builds words using letter sounds in their writing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To draw and label a robot of their own design</li> <li>• Write speech bubbles for No-bot.</li> </ul>	<p>Robot, bottom, disappeared, nest, drum kit, shopping basket, window box, bucket, sad, sobbed, wiggling, jiggling, happy</p> <p>Robot, Nan, hospital, ambulance, cough, blast, doctor</p> <p>New, old, teddy, doll, car, train, soft, hard, wood, metal, fabric, vocabulary generated by children in their exploration of new and old toys.</p>	<p>Orally, tell the new story created using a story map</p> <p>Take part in imaginative role play – Toy Shop</p>
<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• To understand a variety of sentence structure including tenses e.g. Megaboy catches a runaway tricycle – orally model, practice and sort correct tenses.</li> <li>• Understand and respond to what, where, who, when, how and why in the narrative.</li> <li>• Understand and follow a simple set of instructions in a range of contexts.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use talk to explain how a character is feeling and why this might be.</li> <li>• Use language of stories to imagine and recreate ideas in different contexts.</li> <li>• Describe events in some detail to peers or adults verbally e.g. how to wash your hands.</li> </ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to what, where, who, when, how and why in the narrative.</li> <li>• Understand sentence structure: plurals</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Orally retell narratives in the correct sequence, using their own words and pictures to support.</li> <li>• Use talk to clarify thinking and express their ideas</li> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> </ul>					

<p><b>Key Text 5</b></p>  <p><b>Link Text</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>Listen to familiar stories with increasing attention and recall</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and respond to what, where, who, when, how and why in the narrative.</li> <li>Respond with relevant questions comments and actions when being read to, during whole class discussions and in small group interactions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To understand a variety of sentence structure including tenses e.g. Baby bear saw a pirate chair– orally model, practice and sort correct tenses.</li> <li>Use language of stories to imagine and recreate idea in different contexts</li> <li>Use talk to clarify thinking and express their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Look closely and discuss the illustrations to develop understanding of a story.</li> <li>Role-play stories and events using simple props and recently introduced vocabulary.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Activate prior knowledge and make appropriate mark-making - e.g. <i>What do we know about chairs?</i></li> <li>Make marks, drawings and symbols with increasing control.</li> <li>Use writing to say what a character might be thinking, saying or feeling</li> <li>Use some recognizable letters</li> </ul>	<ul style="list-style-type: none"> <li>Draw and label a chair design with what makes it special.</li> <li>With support, write how Dave is feeling at different points in the story.</li> </ul>	<p>Yesterday, the day before, naughty, Robin Hood, pretend, imagine. Pirate, castle, revolving, scratchy, scary, parcel</p> <p>Cottage, bear, mummy, daddy, baby, porridge, hot, cold, just right, hard, soft,</p> <p>Sometimes, blanket, now and again, satchel, nowhere to be found, searched, anxiously, lost, sad, lent, missing, belonged</p>	<p>Take part in imaginative role play – <b>Bears House Corner &amp; retelling the story of Goldilocks with masks, and props in the house corner.</b></p>
<p><b>Key Text 6</b></p>  <p><b>Link Texts</b></p>  	<p><b>Listening &amp; Attention</b></p> <ul style="list-style-type: none"> <li>Listen with enjoyment to fiction texts, rhymes and poems</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Learn and understand selected new vocabulary</li> <li>Understand and respond to what, where, who, when, how and why in the narrative.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use talk to explain what is happening and anticipate what might happen next.</li> <li>Speak clearly in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Explore new vocabulary linked to rhymes and poems.</li> <li>Look closely and discuss the illustrations to develop understanding of a story.</li> <li>Identify and discuss the main characters in a story</li> </ul>	<ul style="list-style-type: none"> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and begin to segment the sounds in words and blend them together</li> <li>Activate prior knowledge and make appropriate mark-making - e.g. <i>What do we know about sticks?</i></li> <li>Use some recognizable letters and own symbols</li> <li>Form some capital letters correctly, including the initial letter of their name.</li> <li>Form letters from their name correctly.</li> <li>Write different text forms: cards.</li> </ul>	<ul style="list-style-type: none"> <li>Write a list for Father Christmas</li> <li>With adult support, make a 'missing person' poster for stickman.</li> <li>In provision, make and write Christmas cards</li> </ul>	<p>Twas, Christmas, creature, stirring, stockings, St Nicholas, sugar-plums, nap, clatter, miniature, sleigh, prancing pawing, soot,</p> <p>Stick, jog, beware, choir, grate, soot,</p> <p>Stable, angel, Mary, Joseph, Inn, Innkeeper, shepherd, manger, ox, donkey, Jesus</p>	<p>Take part in imaginative role play – <b>Christmas house</b></p> <p>Retell the Christmas story using Nativity playset</p>