

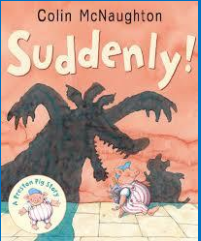
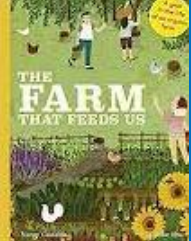
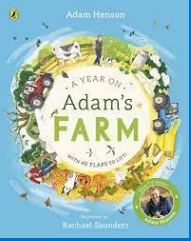
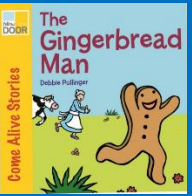
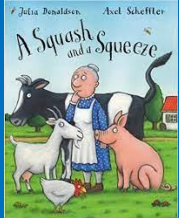
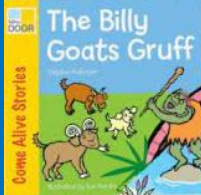

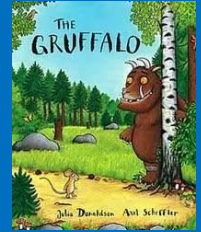
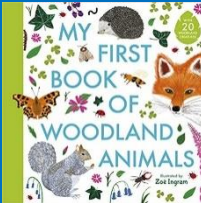

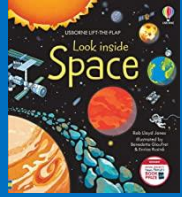


St Bernadette's Catholic Primary School

EYFS English Overview Spring Term

	Key Learning Communication & Language	Key Learning Reading	Key learning Writing	Purpose/outcomes	Vocabulary	Participation & Performance
<p>Key Text 1</p>  <p>Link Texts</p>  	<p>Listening & Attention</p> <ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Maintain attention when reading and discussing non-fiction texts <p>Understanding</p> <ul style="list-style-type: none"> Understand and respond to what, where, who, when and how in simple stories Understand and respond to what, where, who, when and how in simple questions <p>Speaking</p> <ul style="list-style-type: none"> Orally recall narratives in the correct order using own words and pictures to support Begins to use more complex sentences using 'because' Use talk to explain how things work and why things might happen 	<ul style="list-style-type: none"> Identify discuss and sequence the main events in stories. Explore what a character might think, say or feel. Use and show understanding of recently introduced vocabulary during discussions about non-fiction texts 	<ul style="list-style-type: none"> Retell a narrative in the correct sequence and in their own words, drawing on the language pattern of the story Orally compose a simple sentence and hold it in memory before attempting to write it. Activate prior knowledge through discussion and make appropriate mark-making, e.g. What do we know about farms 	<ul style="list-style-type: none"> In small groups create individual story maps to use in retelling the story. <i>In provision, write labels for the farm and for constructions, models and the farm shop.</i> 	<p>Pigs, wolf, house, straw, sticks, bricks, prowl, howled, beware, trembled, fearsome, grin, chimney, shot, rocket</p> <p>Contextual: <i>thinking on the hoof</i></p> <p>Suddenly,</p> <p>Farm, cows, pigs, sheep, horses, ducks, chickens hens, chicks, calf, lamb, piglet, duckling, crops, wheat, flour, vegetables, fruit, orchard, field, meadow, hedgerow, fence, barn, farmhouse, sty, stable, tractor, plough, combine harvester,</p>	<ul style="list-style-type: none"> Orally retell the story using small world toys. Take part in imaginative role play – Farm Shop
<p>Key text 2</p>  <p>Link Texts</p>  	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions and comments when being read to and during whole class discussions Listens with enjoyment to stories, rhyming texts and songs <p>Understanding</p> <ul style="list-style-type: none"> Understand and respond to what, where, who, when and how in simple stories. Understand a variety of sentence structure - negatives Understand and respond to what, where, when and how in simple information text <p>Speaking</p> <ul style="list-style-type: none"> Use recently introduced vocabulary orally, in discussions and conversations Use the joining words and/because during talk to extend ideas Speak clearly in sentences using 'and' & 'because' 	<ul style="list-style-type: none"> Discuss specific information in non-fiction texts, e.g. labels, images, captions. Join in with repeated refrains I familiar stories, Respond to questions using who, what, why, where and when linked to text and illustrations 	<ul style="list-style-type: none"> Write a simple sentence using finger spaces that can be read by themselves and others. Begin to show that they recognize that there needs to be spaces in-between words in their own writing Describe main story settings, events and principal characters in increasing detail 	<ul style="list-style-type: none"> Create a page for an information book about farms to be shared with Y1. To retell the story of the gingerbread man. <i>In provision, use their developing phonic knowledge to write labels and captions</i> 	<p>Gingerbread, cottage, oven, catch, sly, chase, curious, hungry, tossed, crunch,</p> <p>Squash, squeeze, woman, wise, cow, goat, pig, hen, jig,</p>	

<p>Key Text 3</p>  <p>Link Text</p> 	<p>Listening & Attention</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 or during whole class discussions or small group interactions Maintain attention to an adult when reading and discussing poetry texts <p>Understanding</p> <ul style="list-style-type: none"> Understand and respond to what, where, who, when, how and why in the narrative. Begin to understand humour - e.g. nonsense rhymes <p>Speaking</p> <ul style="list-style-type: none"> Extend vocabulary, exploring the meaning and sound of new words. Orally retell as a whole class, rhymes using strategies such as actions 	<ul style="list-style-type: none"> Activate prior knowledge - <i>What do we already know about monsters?</i> Say how they feel about stories, songs rhymes and poems 	<ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it. Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> Wanted poster for the troll. Write a rhyming nonsense poem (group) 	<p>Troll. Skin, teeth, hair, eyes, nose, spots, scales, spikes, spiky, slimy, dirty, ugly, frightening, grumpy, vocabulary generated by children in discussion about trolls.</p>	<p>Take part in imaginative role play with masks and props and with small world characters</p> <p>Orally retell a poem as a whole class using actions as a helping strategy</p> <p>Describe how they created their picture and what they think about it.</p>
<p>Key Text 4</p>  <p>Link Text</p> 	<p>Listening & Attention</p> <ul style="list-style-type: none"> Listen with enjoyment to fiction texts and join in with repeated refrains 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; Understand and respond to <i>what, where, when, who, why, how</i> questions in different contexts, e.g. <i>in response to stories</i> <p>Understanding</p> <ul style="list-style-type: none"> Understand and respond to <i>what, where, when, who, why, how</i> questions in different contexts, e.g. <i>in response to stories</i>, Learn and understand selected new vocabulary. <p>Speaking</p> <ul style="list-style-type: none"> Orally retell narratives in the correct sequence, using their own words and pictures to support. Use recently introduced vocabulary orally in discussions and conversations. Use language of stories, rhymes and non-fiction to imagine and recreate ideas in different contexts. Speak clearly in sentences using the joining words <i>and/because</i> during talk to extend ideas. 	<ul style="list-style-type: none"> Identify and discuss the main characters in stories. Talk about the front and back cover in stories, discuss the title and illustrations. Discuss specific information in non-fiction texts, e.g. labels, images, contents page, captions, glossary. 	<ul style="list-style-type: none"> Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes. Write simple sentences using finger spaces that can be read by themselves and others. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Create a story map of the Gruffalo and retell the story using it Write a page for a non-fiction book about woodland animals 	<p>Gruffalo, terrible, teeth, tusks, claws, jaws, prickles, poisonous, wart, knobbly, Deep, dark wood</p> <p>Badger, fox, owl, snake, bat, butterfly, frog, moth, squirrel, hedgehog, bee, mole, otter, rabbit, deer, ladybird, beetle, vole, weasel, nocturnal, diet, carnivore, herbivore, amphibian, mammal, reptile, insect</p>	<p>Orally, tell the story using a story map and stick puppets.</p> <p>Take part in imaginative role play – small world wood.</p>

<p>Key Text 5</p>  <p>Link text</p> 	<p>Listening & Attention</p> <ul style="list-style-type: none"> • Listen with enjoyment to fiction texts • Listens with enjoyment to non-fiction texts, 	<ul style="list-style-type: none"> • Respond to questions about <i>how</i> and <i>why</i> something is happening. 	<ul style="list-style-type: none"> • Activate prior knowledge through discussion and make appropriate mark-making, e.g. <i>What do we know about space?</i> 	<ul style="list-style-type: none"> • In provision, draw and write labels for planets and aliens. 	<p>Moon, rocket, alien, Mars, Jupiter, astronauts Planet,</p>	<p>Take part in imaginative role play – Space Lab</p>
	<p>Understanding</p> <ul style="list-style-type: none"> • Understand and respond to what, where, who, when, how and why in the narrative. • Make comments about what they have heard and ask questions to clarify their understanding; 	<ul style="list-style-type: none"> • Explore new vocabulary linked to stories, non-fiction, poetry, rhymes and themes. 	<ul style="list-style-type: none"> • Explore and apply new vocabulary in writing linked to stories, non-fiction and themes. 	<ul style="list-style-type: none"> • Create a fact sheet about a planet and the aliens that live there 		
	<p>Speaking</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; • Uses talk to clarify thinking and express their ideas and feelings. 					