
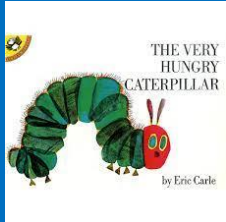
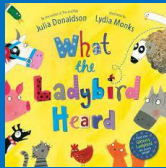
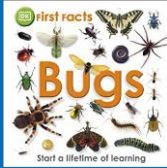
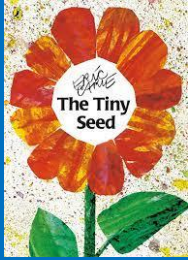
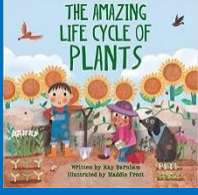

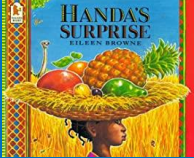
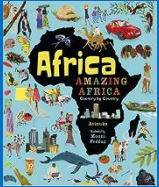
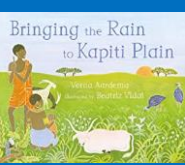
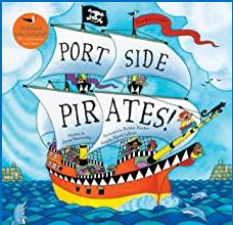
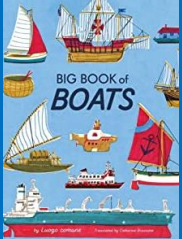
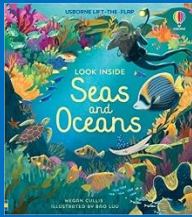


St Bernadette's Catholic Primary School

EYFS English Overview Summer Term

	Key Learning Communication & Language	Key Learning Reading	Key learning Writing	Purpose/outcomes	Vocabulary	Participation & Performance
<p style="text-align: center;">Key Text 1</p>  <p style="text-align: center;">Link Texts</p>  	<p>Listening & Attention</p> <ul style="list-style-type: none"> Show awareness of how to listen carefully and why listening is important. Listens with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention to an adult in a range of situations e.g. listening to a story, small group discussions. Maintain attention to their peers in a range of situations, e.g. paired talk, guided sessions, play based conversations, circle time games. <p>Understanding</p> <ul style="list-style-type: none"> Understand a variety of sentence structures, including <ul style="list-style-type: none"> negatives, plurals tenses. Understand and respond to <i>what, where, when, who, why, how</i> questions in different contexts, e.g. <i>in response to stories & non-fiction</i>. <p>Speaking</p> <ul style="list-style-type: none"> Speak clearly in sentences. Begin to speak in sentences using past, present and future tense when talking about ideas and events. Use the joining words <i>and/because</i> during talk to extend ideas. Uses talk to clarify thinking and express their ideas and feelings. Describe events in some detail to peers or adults verbally. Orally recall events/ narratives in the correct sequence, using their own words and pictures to support. Ask questions to find out more and to check they understand what has been said to them. Use talk to explain how and why things might happen. Use language of stories, rhymes and non-fiction to imagine and recreate ideas in different contexts. 	<ul style="list-style-type: none"> Discuss specific information in non-fiction texts, e.g. <i>labels, images, contents page, captions, glossary</i>. Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. Activate prior knowledge, e.g. <i>What do we know about insects/minibeasts?</i> Explore new vocabulary linked to stories and non-fiction Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes and themes, and when retelling stories. Respond to questions using <i>who, what, where</i> and <i>when</i> linked to text and illustrations. Identify and discuss the main characters in stories. Identify, discuss and sequence the main events in stories. Use actions and pictures to orally retell stories in their own words. 	<p>Transcription, phonics/red words</p> <ul style="list-style-type: none"> Uses appropriate letters for initial sounds in words. Segment sounds in simple words. Make phonetically plausible attempts when writing Use phonic knowledge to attempt writing unknown words Begin to write phonetically decodable words within sentences using Phase 4 words. Write words and sentences consistent with their phonic knowledge. <p>Composition:</p> <ul style="list-style-type: none"> Independently use writing in play. Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple sentence forms using strategies such as phonic fingers, counting the words to support. Talks about the features of their own writing. Creates a simple narrative using drawings, words, pictures and/or sentences. Writes different text forms for different purposes, e.g. lists, stories, menus, instructions, labels, captions, recipes, letters, posters. Begin to recognise and know there needs to be spaces between words in a simple sentence. Uses writing to say what a character might be thinking, saying or feeling. Sequence a simple story or event using drawings and written words. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Imitate and innovate stories and rhymes using pictures, words and sentences. 	<ul style="list-style-type: none"> Retell through writing, the story of the hungry caterpillar (Books) Write a diary entry for the ladybird who heard. How to build a bug hotel (instructions) Labelled diagram of a chosen insect 	<p>Caterpillar, butterfly, cocoon, hungry, tiny, ate, leaf, apple, pears, plums, strawberries, oranges, hatched, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.</p> <p>Yesterday, last night, heard, ladybird, saw, fine prize cow, planning, steal, oink, quack, neigh, baa, moo, hiss, cluck, Pig, duck, horse, sheep, goose, hen, said pond</p>	<ul style="list-style-type: none"> Create/make own life size bug hotel in the garden. Puppet show - what the ladybird heard & the hungry caterpillar

<p>Key text 2</p>  <p>Link Texts</p>  	<p>Listening, Attention & Understanding</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; 	<p>ELG Word Reading</p> <ul style="list-style-type: none"> 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. 	<p>Transcription, phonics/red words</p> <ul style="list-style-type: none"> Uses appropriate letters for initial sounds in words. Segment sounds in simple words. Make phonetically plausible attempts when writing Use phonic knowledge to attempt writing unknown words Begin to write phonetically decodable words within sentences using Phase 4 words. Write words and sentences consistent with their phonic knowledge. 	<ul style="list-style-type: none"> How to instructions for planting and growing a seed. Lifecycle and weather cycle models (plates) with captions. 	<p>Seed, seedling, roots, stem, petals, Summer, Autumn, Winter, Spring, tiny, desert, mountain, ocean, woods, flower, windy, sunny, rain, bud, plant, giant, mouse, children butterfly, bird</p> <p>Water, soil, pot,</p>	<ul style="list-style-type: none"> Plant a seed. Explore the garden areas of school and discover flora and fauna in their immediate environment. Plant sunflower seeds in the flower beds and record how they grow.
<p>Key Text 3</p>  <p>Link Text</p>  	<p>Listening, Attention & Understanding</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; 	<p>ELG Word Reading</p> <ul style="list-style-type: none"> 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. 	<p>Transcription, phonics/red words</p> <ul style="list-style-type: none"> Uses appropriate letters for initial sounds in words. Segment sounds in simple words. Make phonetically plausible attempts when writing Use phonic knowledge to attempt writing unknown words Begin to write phonetically decodable words within sentences using Phase 4 words. Write words and sentences consistent with their phonic knowledge. 	<ul style="list-style-type: none"> Create a map of Handa's journey with labels and captions. Recipe for Handa's fruit salad Poster about Amazing Africa 	<p>Pineapple, banana, mango, avocado, purple passion fruit, guava, orange, tangerines, surprise, delicious, soft, sweet, juicy, ripe, spikey, creamy, tangy. monkey, elephant, zebra, ostrich, parrot, giraffe, antelope, goat, village.</p> <p>Plain, grass, cattle, Africa, Kenya, city, village, season, Vocabulary linked to children's own interests.</p>	<ul style="list-style-type: none"> Handa's Café
<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; 	<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; 	<p>ELG Comprehension</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>Composition:</p> <ul style="list-style-type: none"> Activate prior knowledge through discussion and make appropriate mark-making, e.g. <i>What do we know about the weather & seasons</i> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Describes main story settings & events and in increasing detail. Explore and apply new vocabulary in writing linked to stories, non-fiction and themes. Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase with finger spaces that can be read back by themselves and others. 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. 	<p>Composition:</p> <p>Use capital and lower case letters with increasing consistency.</p> <ul style="list-style-type: none"> Beginning to write on the lines and control letter size. 		

	<ul style="list-style-type: none"> 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Begin to recognise and know there needs to be spaces between words in a simple sentence. 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. 			
<p>Key Text 4</p>  <p>Link Text</p>  	<p>Listening, Attention & Understanding</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; 	<p>ELG Word Reading</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. 	<p>Transcription, phonics/red words</p> <ul style="list-style-type: none"> Uses appropriate letters for initial sounds in words. Segment sounds in simple words. Make phonetically plausible attempts when writing Use phonic knowledge to attempt writing unknown words Begin to write phonetically decodable words within sentences using Phase 4 words. Write words and sentences consistent with their phonic knowledge. <p>Composition: Use capital and lower case letters with increasing consistency.</p> <ul style="list-style-type: none"> Beginning to write on the lines and control letter size. Begin to recognise and know there needs to be spaces between words in a simple sentence. 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"> Wanted poster for pirate Design and build their own boat complete with how to instructions. Fact file page about an ocean animal 	<p>Pirate, ship, captain, treasure, treasure map, treasure chest, parrot, cannon, eye-patch, sword, flag, island, compass, sea, hook, peg leg,</p> <p>Float, sink, sails, portside, starboard, wheel,</p>	<ul style="list-style-type: none"> Build a boat and test it on water Outdoor role play pirate ship – constructed by the children Indoor role play ships kitchen
	<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; 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>ELG Comprehension</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>Possible vocabulary: hermit crab, eel, oyster, shark, hammerhead shark, stingray, seahorse, fish, jellyfish, octopus, turtle, seaweed, coral, sponge, mollusc, sea urchin, crab, starfish, whale, seal, dolphin, shell, sand, ocean, sea, water, salt water, waves, reef, island, Pacific Ocean, Indian Ocean, Atlantic Ocean, Arctic Ocean,</p>	