**Longton Primary School – EYFS overview 2023-2024.**

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|  | Autumn Term | | Spring Term | | Summer Term | |
|  | **Marvellous Me!**  7 weeks | **Fairy Tales.**  8 weeks | **Amazing Animals.**  5 weeks | **Round & Round the Garden.**  5 weeks 4 days | **Ticket to Ride**  5 weeks 4 days | **We are explorers.**  6 weeks 1 day |
| **Communication and Language.** | Poetry – Poetry Basket.  Harvest poem.  Taking turns in conversation / developing speaking and listening – heart partners.  Morning greetings in different languages.  Guess the veg / shape / object – describing game.  Speaking & listening – Key worker time.  Role play / small world play opportunities.  Understand and follow a simple set of instructions.  Understand simple requests.  DM=Understand how to listen and why listening is important.  Listen to and retell stories.  Learn new vocabulary linked to topic / theme. | Key worker time – describe events in some detail.  Participate in Nursery Rhyme Week.  Take part in class nativity.  Poetry basket.  Contribute in Drawing Club discussions.  Use story stones / puppets to retell fairy tales.  Take part in hot seating activity.  DM=Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Engage in story time.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  ELG=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 understanding. | Listen to and retell stories – story stones, puppets, story sacks, story maps.  Use role play and props.  Learn and use new vocabulary linked to theme. For example, hibernate, herbivore and nocturnal.  Rhyming words.  Contribute and engage in class assembly – perform rhymes and songs to an audience.  DM=Understand how to listen carefully and why listening is important.  Learn new vocab.  Describe events in some detail.  Offer explanations for why things might happen.  Use talk to work out problems / organise thinking.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some int their own words.  ELG=Hold conversation when engaged in back and forth exchanges with their teacher and peers.  Make comments about what they have heard and ask questions to clarify their understanding.  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. | Poetry Basket.  Drawing Club.  Describing mini beasts – mini beast hunt.  Confidently ask questions and listen – Bring Yer Wellies, class trip.  DM=Use new vocab through the day.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Listen carefully to rhymes and songs, paying attention to how they sound.  Engage in non-fiction books.  ELG=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.  Hold conversations when engaged in back and forth exchanges with their teacher and peers.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher. | Describe story settings and imagine new settings for a story – The Naughty Bus / The Train Ride / Emma Janes Aeroplane.  Use costumes and props to retell stories.  Drawing Club.  Poetry Basket.  DM= Listen to and talk about stories to build familiarity and understanding.  Use new vocabulary through the day.  Ask questions.  Articulate ideas and thoughts in well-formed sentences.  ELG=Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and make use of conjunctions / link to class trip Leyland Transport Museum. | Use senses to describe seaside objects.  Play listening games.  Retell stories using story sacks and small world play.  Perform Punch & Judy puppet show.  Sea Shanties.  DM=Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocab in different contexts.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.  ELG=Participate in small group, class and one to one discussion, offering their own ideas and recently introduced vocabulary.  Offer explanations for why things might happen. |
| **Literacy –**  **Comprehension.**  Vipers.  Guided Reading – Animaphonics books linked to phonics – x3 per week. | All are welcome.  Perfectly Norman.  Super Duper You.  This is me.  Marvellous Me.  Monkey Puzzle.  Hug.  Harry and the bucketful of dinosaurs go to school.  The colour monster.  The colour monster starts school.  Five minutes peace.  Funny Bones.  Not now Bernard.  Hold a book correctly, turn pages from front to back, recognise front and back cover.  Know that print carries meaning and is read from left to right and top to bottom.  Know the difference between text and illustrations.  Join in with repeated and key phrases. | The Gingerbread Man.  The Runaway Chapatti.  Jack and the Beanstalk.  Jaspers Beanstalk.  The Smartest Giant in Town.  Goldilocks and the three bears.  Wallace and Gromit.  The Jolly Christmas Postman.  A letter to Santa.  Retell stories and narratives using own words.  Respond to who, where, what and when questions linked to the story text and illustrations.  **Vipers – Vocabulary / Infer.**  Why was ….. feeling …..?  What do you think will happen next?  What happened when?  What happened to? | Lost and Found.  Be Brave Little Penguin.  Non-fiction books – Penguins.  Where in the wild.  Animal Parade.  Harry and the Bucketful of Dinosaurs.  Tyrannosaurus Drip.  A variety of non-fiction dinosaur books.  Owl Babies.  Day Monkey, Night Monkey.  How to Catch a Star.  Night Animals.  Out of sight till tonight.  Sequence stories / recall main points – create story map.  Act out stories in role play / small world play.  **Vipers – Explain.**  Who is your favourite character? Why?  Would you like to live in this setting? Why? Why not? | The Very Hungry Caterpillar.  The Teeny-Weeny Tadpole.  The Big Book of Bugs.  Super Worm.  Mad About Mini Beasts.  A variety of non-fiction books about mini beasts / insects.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and new vocabulary.  Sequence a story using pictures / link to life cycles.  Know the difference between different types of texts – fiction, non-fiction, poetry.  Play is influenced by stories.  **Vipers – Sequence.**  Sequence the key events of the story.  Beginning, middle and end.  What happened after?  **Vocabulary** – what does the word …. mean in the sentence? | We’re going on a bear hunt.  Handa’s Surprise.  On the Way Home. The Naughty Bus.  Emma Janes Aeroplane.  The Train Ride.  Mr Gumpys Outing.  Sequence stories / recall key points and create a story map.  Create a character profile.  Create a new ending to the story / new setting.  Look at the features / structure of a non-fiction book / link to library class visit.  **Vipers – Explain.**  Is there anything you would change about this story? Do you like this text? What do you like about it? | The Pirates Next Door.  The Pirates of Scurvy Sands.  Living in China.  Sharing a Shell.  The Sea Saw.  Emma Janes Aeroplane.    Variety of non-fiction books –  The Ocean  Sea animals  Boats  Aeroplanes  Holidays  Friends  Retell stories by creating a story map, using story stones, props and small world play.  **Vipers – Predict.**  Look at the book cover / blurb what do you think this book will be about?  What do you think will happen next? Why do you think this? |
| **Literacy**  **Word Reading**  Animaphonics  Guided Reading – Animaphonics.  X2 Reading books changed weekly –   1. Linked to class phonics 2. Pupils choice – reading for pleasure. | Animaphonics – Phase 2 and 3.  Common exception words – the, to, I, is.  Blend and segment three phoneme words.  Phonemes – s,a,t,p,I,n,m,d,g,o,c,k  ck,e,u,r,h,b,ff,ll,ss,  j,v,w,x.  Reading books sent home after parents reading / phonics meeting.   1. Books with no words. 2. Reading books linked to phonics.   DM=Read some letter groups that each represent one sound and say sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Animaphonics – Phase 3.  (Consistently recap and revisit all phase 2/3 sounds)  Phase 3 Assessment Week / monitoring and tracking.  Common exception words - me, was, my, of.  Phase 4, Week 1 – common exception word go.  Phase 4 initial assessment.  DM=Read individual letters by saying the sounds for them.  Read some letter groups that each represent one sound and say sounds for them.  ELG=Say a sound for each letter of the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending. | Animaphonics – Phase 4, Week 2-6.  Recap Phase 2/3.  Common exception words - no, into, put, he, she.  X3 per week – Animaphonics guided reading (linked to sound of day)  DM=Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  ELG=Read words consistent with their phonic knowledge by sound-blending. | Animaphonics Phase 4, Week 6-11.  Recap phase 2/3.  Phase 4 – final assessment.  Common exception words – you, they, we, be, all.  X3 per week – Animaphonics guided reading (linked to sound of the day)  DM=Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  ELG= Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Animaphonics  Phase 5, week 1-5.  Phase 5 initial assessment.  Common exception words – their, are, her, his, said.  X3 per week – Animaphonics guided reading (linked to sound of the day)  DM= Read individual letters by saying sounds for them.  ELG= Say a sound for each letter in the alphabet and at least 10 digraphs. | Animaphonics  Phase 5, week 6-11.  Final assessment.  Common exception words – like, have, do, one, so, some.  X3 per week – Animaphonics guided reading (linked to sound of the day)  DM=Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read a few common exception words matched to the school’s phonic programme.  ELG= Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Literacy  Writing  Drawing Club  Hamilton Trust | Daily – Writing name (Hamilton Trust / Writing Neatly)  Write names of friends / family.  Write and label different parts of the body.  Write sentences to describe emotions.  Dough Gym / Dough Disco / Pen Disco.  Physical DM= Develop their small motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing and writing. | Create story maps to retell class story.  Create ‘wanted’ posters to link with fairy tales.  Write shopping lists / invitations. (Hamilton Trust – writing a list for Goldilocks)  Write character descriptions / postcards / Christmas letter.  Dough Gym / Dough Disco / Pen Disco.  Drawing Club.  Physical DM=Develop the foundations of a handwriting style which is fast, accurate and efficient.  ELG=Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | Create story map.  Create class scrap book (Hamilton Trust / fact file writing)  Write a letter – linked to animal stories.  Dough Gym / Dough Disco / Pen Disco.  Drawing Club.  Physical DM=Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing and writing.  Literacy DM= Spell words by identifying the sounds and then writing the sound with letter/s.  ELG=Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Write shopping lists – ingredients for pancakes.  Write food list (Hamilton Trust – The very hungry caterpillar)  Write information text / mini beast fact file (Hamilton Trust / writing simple sentences about lifecycles)  Write instructions – how to make pancakes.  Dough Gym / Dough Disco / Pen Disco.  Drawing Club.  Physical ELG= Begin to show accuracy and care when drawing.  Literacy DM=Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  ELG= Write recognisable letters, most of which are correctly formed.  Write simple phrases and sentences that can be read by others. | Create story map (Hamilton Trust / The Naughty Bus – adding labels)  Write instructions for baking / cooking.  Write a new ending to story.  Drawing Club.  Physical ELG=Begin to show accuracy and care when drawing.  Literacy DM= Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  ELG=Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds int hem and representing the sounds with a letter or letters. | Write a letter of apology – linked to story. (The Pirates next door)  Record information from science experiments.  Write a new ending to the story.  Drawing Club.  Physical DM=Develop the foundations of a handwriting style which is fast, accurate and efficient.  Physical ELG=Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Literacy ELG=Write simple phrases and sentences that can be read by others.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |