



EYFS English Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 <i>Think Big!</i>	Settling in Activities: Starting School	Make comments about what has been heard and ask question. C&L:S LO: To recall my experience (Walk around the school).	Emotions – The Lion and the Mouse Me and my Family	Think Big! Accident Report Lesson 1: LO: To explore the setting and events of the traditional nursery rhyme <i>Humpty Dumpty</i> through imaginative play. <ul style="list-style-type: none"> To work in role as different characters To begin to use key vocabulary To work collaboratively and share ideas Lesson 2: LO: To begin to record ideas in writing. <ul style="list-style-type: none"> To say and write a simple sentence To use recognisable letters in writing To write words which match spoken sounds Lesson 3:	Think Big! Story Ending Lesson 1: LO: To make predictions. <ul style="list-style-type: none"> To ask questions To use picture clues To share and talk about ideas To begin to know and use the vocabulary ‘front cover’, ‘title’, ‘author’ and ‘illustrator’ Lesson 2: LO: To make inferences about a character’s feelings. <ul style="list-style-type: none"> To compare images of Humpty Dumpty To use a variety of words to describe Humpty’s emotions 	Think Big! Get Well Letter Lesson 1: LO: To write a get-well letter for Humpty. <ul style="list-style-type: none"> To write simple sentences To use sounds to spell words To re-read writing to check it makes sense To use some features of a simple letter Lesson 2: LO: To understand the key message of a story. <ul style="list-style-type: none"> To explore the meaning of the phrases ‘think big’ and ‘aim for the stars’ To talk about and share ideas with others To write a simple caption



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				<p>LO: To make a prediction.</p> <ul style="list-style-type: none"> To read and recite the nursery rhyme <i>Humpty Dumpty</i> To recognise rhyming words To share ideas with a talk partner To orally rehearse and write a simple sentence. <p>Lesson 4: LO: To recognise words which rhyme.</p> <ul style="list-style-type: none"> To read a familiar nursery rhyme To find pairs of words that rhyme To talk about the sounds in words To continue a rhyming string <p>Lesson 5: LO: To write a new version of <i>Humpty Dumpty</i>.</p> <ul style="list-style-type: none"> To recognise words which rhyme 	<ul style="list-style-type: none"> To discuss the impact of events on a character's feelings To write about a character's feelings To edit a simple sentence <p>Lesson 3: LO: To write advice for Humpty, expressed as a speech bubble.</p> <ul style="list-style-type: none"> To recall events from a story To work with a talk partner to share ideas To use drawing to support planning and oral rehearsal of sentences prior to writing To use sounds to spell words <p>Lesson 4: LO: To explore different characters' feelings in a story.</p>	<ul style="list-style-type: none"> To use letter sounds to write words <p>Lesson 3: LO: To draw and label pictures about different occupations.</p> <ul style="list-style-type: none"> To be aware that there is wide variety of occupations To talk about and share ideas To know the purpose of information books <p>Lesson 4: LO: To talk about a future occupation.</p> <ul style="list-style-type: none"> To draw a picture and talk about it To clarify ideas for writing To begin to orally rehearse sentences for writing To reinforce key messages from the story
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				<ul style="list-style-type: none"> To continue a rhyming string To talk about how words are the same and different 	<ul style="list-style-type: none"> To sequence the events of a story To know that a story has a beginning, middle and an end To work in role as a nursery rhyme character <p>Lesson 5: LO: To compose an ending for a story.</p> <ul style="list-style-type: none"> To use picture clues To imagine what happened next in the story To draw a short sequence of events To use a story frame to tell part of a story 	<p>Lesson 5: LO: To write simple sentences.</p> <ul style="list-style-type: none"> To use drawing to support planning and oral rehearsal of sentences To use sounds to spell words To read aloud simple sentences To begin to understand the key message of a story
<p>Term 2</p> <p><i>Little Whale!</i></p>	<p>Daily whole class shared and modelled writing.</p> <p>Story sequencing. Writing captions.</p> <p>Lesson: The Gunpowder Plot</p>	<p>Daily whole class shared and modelled writing</p> <p>Writing captions and labels for pictures and models made.</p>	<p>Daily whole class shared and modelled writing</p> <p>Daily whole class shared and modelled writing.</p> <p>Story writing themed on whales.</p>	<p>Daily whole class shared modelled writing</p> <p>Non-Fiction – Whales.</p> <p>Session 6: LO: To explore non-fiction writing.</p>	<p>Daily whole class share</p> <p>Poster Making.</p> <p>Session 9: LO: To explore the theme of ‘journey’.</p>	<p>Daily whole class shared and modelled writing</p> <p>Letter Writing</p> <p>Letter to Father Christmas – Wish list</p>



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		<p>Story mapping and sequencing.</p> <p>Session 1: LO: To make predictions about a story, create an image of a whale and use phonic knowledge to write a label for their creation.</p> <ul style="list-style-type: none"> To talk at length about their responses to the story and themes using images as prompts <p>Session 2: LO: To retell a story in the correct sequence and develop an understanding of story structure.</p> <ul style="list-style-type: none"> To work together, developing listening skills and clarifying ideas to produce a story map of <i>Little Whale</i>. <p>Session 3: LO: To begin to read simple sentences using sight</p>	<p>Session 4: LO: To use movement and explore language in the text and word generation.</p> <ul style="list-style-type: none"> To experience different ways to move to new vocabulary which should support the development of imagination and writing <p>Session 5: LO: To create their own Little Whale stories and act them out on the class stage.</p> <ul style="list-style-type: none"> To write their own story about Little Whale and have a chance to act it out 	<ul style="list-style-type: none"> To have create a non-fiction piece of writing and illustration, and to begin to explore non-fiction features <p>Session 7: LO: To read simple factual sentences and research information on whales.</p> <ul style="list-style-type: none"> To read simple sentences to research whales and use the facts learned in their information books <p>Session 8: LO: To write factual sentences.</p> <ul style="list-style-type: none"> To compose and to write captions 	<ul style="list-style-type: none"> To explore grey whale migration routes and use the story of <i>Little Whale</i> to support their map making. <p>Session 10: LO: To create posters showing facts about whales and ideas of how to save them.</p> <ul style="list-style-type: none"> To create posters showing facts about whales and ideas of how to save them 	<p>Nativity Story</p>
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		<p>vocabulary and phonemic awareness, and to talk and answer simple questions around the illustrations.</p> <ul style="list-style-type: none"> To speaking and listening skills in response to images from the text To develop sight vocabulary and phonemic skills by reading simple sentences and matching sentences to pictures 				
<p>Term 3</p> <p><i>Be Brave Little Penguin</i></p>	<p>Daily whole class shared and modelled writing</p> <p>Be Brave Little Penguin</p> <p>Writing captions Thought bubbles</p> <p>Session 1: LO: To make predictions about a story.</p>	<p>Daily whole class shared and modelled writing</p> <p>Be Brave Little Penguin</p> <p>Writing linked to personal experiences</p> <p>Session 4: LO: To understand a character's viewpoint.</p>	<p>Daily whole class shared and modelled writing</p> <p>Be Brave Little Penguin</p> <p>Story mapping and sequencing Story writing</p> <p>Session 7</p>	<p>Daily whole class shared and modelled writing</p> <p>Whatever Next!</p> <p>Label and Captions</p> <p>Lesson 1: To sequence a story.</p> <ul style="list-style-type: none"> To use picture clues to make a prediction 	<p>Daily whole class shared and modelled writing</p> <p>How to Catch a Star!</p> <p>Short sentences.</p> <p>Lesson 1: LO: To design a Star Catcher.</p>	<p>Daily whole class shared and modelled writing</p> <p>The First Moon Landing</p> <p>Short sentences.</p> <p>Lesson: To find out about the first moon landing.</p> <p>Peace at Last</p>



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	<ul style="list-style-type: none"> To read simple sentences To use picture clues to make a prediction To begin to use key vocabulary in discussion work <p>Session 2: LO: To understand a character's viewpoint.</p> <ul style="list-style-type: none"> To listen to the beginning of a story and answer questions To use illustrations to compare characters To work in role as characters To write sentences expressed as a thought bubble. <p>Session 3: LO: To talk about a personal experience.</p> <ul style="list-style-type: none"> To use picture clues to discuss how a character might be feeling 	<ul style="list-style-type: none"> To work in role as a character To use gestures and actions in their drama work To talk in role as a character <p>Session 5: LO: To write about something that scares you.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To write sentences with the support of talking prompts To edit a simple sentence <p>Session 6: LO: To retell a story.</p> <ul style="list-style-type: none"> To know that a story has a beginning, middle and end To be able to retell a story in sequence To use story words to support their retelling 	<p>LO: To talk about a character's feelings.</p> <ul style="list-style-type: none"> To use picture clues to support an inference about a character's feeling To express a viewpoint and justify choices To apply phonic skills to read words <p>Session 8: LO: To sequence the events in a story.</p> <ul style="list-style-type: none"> To use a story telling hand to order the events in a story To be able to describe what happens at the beginning. <p>Session 9: LO: To plan a new story.</p> <ul style="list-style-type: none"> To use a story telling hand to plan a new story To change parts of a story 	<ul style="list-style-type: none"> To apply phonic skills to read words <p>Lesson 2: To pack a suitcase for a journey to the moon.</p>	<p>Lesson 2: LO: To pack a healthy lunch for a space journey.</p> <ul style="list-style-type: none"> To apply phonic skills to segment words 	<p>Lesson: To retell a story.</p> <ul style="list-style-type: none"> To use picture clues to make a prediction To be able to retell a story in sequence To apply phonic skills to segment words
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	<ul style="list-style-type: none"> To talk about their feelings using To draw and label pictures 	<ul style="list-style-type: none"> To use actions and gestures to support the retelling of a story 	<ul style="list-style-type: none"> To tell their stories to a talk partner <p>Session 10: LO: To write a new story.</p> <ul style="list-style-type: none"> To use their story telling hands to re-tell a story To use their story telling hands to write a story with a beginning, middle and end To use some language features of a story To edit a simple sentence 			
<p>Term 4</p> <p><i>Mr Wolf's Pancakes</i></p>	<p>Daily whole class shared and modelled writing</p> <p>Mr Wolf's Pancakes</p> <p>Instructions</p> <p>Session 1: LO: To use a set of pictorial instructions to make pancakes.</p> <ul style="list-style-type: none"> To know the purpose of instructions 	<p>Daily whole class shared and modelled writing</p> <p>Mr Wolf's Pancakes</p> <p>Predictions</p> <p>Session 4: LO: To activate prior knowledge about wolves.</p> <ul style="list-style-type: none"> To know that storybook wolves are 	<p>Daily whole class shared and modelled writing</p> <p>Mr Wolf's Pancakes</p> <p>Speech bubbles A new ending for the story</p> <p>Session 7: To understand key characters.</p> <ul style="list-style-type: none"> To understand a character's viewpoint 	<p>Daily whole class shared and modelled writing</p> <p>Oliver's Vegetables LO: To retell the story;</p> <p>Days of the Week – What did Oliver eat each day?</p> <p>LO: Recipe for Fruit Salad (Oliver's Fruit Salad) – collect imperative verbs – chop, peel etc.</p>	<p>Daily whole class shared and modelled writing</p> <p>Handa's Surprise LO: To retell a story (story mapping).</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter To write a simple sentence. 	<p>Daily whole class shared and modelled writing</p> <p>Godstone Farm Trip LO: To recount of our class trip to Godstone Farm.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter



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	<ul style="list-style-type: none"> To begin to recognise some of the features of instructions To understand that instructions must be followed in the correct order To introduce and use key vocabulary. <p>Session 2: LO: To begin to know how instructions are organised.</p> <ul style="list-style-type: none"> To orally rehearse a sentence for writing To write simple sentences To use capital letters and full stops To apply phonic skills to support independent spelling. <p>Session 3: LO: To write a set of instructions.</p> <ul style="list-style-type: none"> To orally rehearse a sentence for writing 	<p>often portrayed as bad characters</p> <ul style="list-style-type: none"> To use a range of adjectives to describe a wolf To ask questions To use picture clues To share and talk about ideas To begin to know and use the vocabulary 'front cover', 'title' and 'author'. <p>Session 5: LO: To make a prediction.</p> <ul style="list-style-type: none"> To use pictures to support a prediction To share ideas and justify answers To become familiar with characters from traditional stories To use a range of language to describe Mr Wolf <p>Session 6: To explore the feelings of Mr Wolf.</p>	<ul style="list-style-type: none"> To work in role as a character from the story To begin to understand how the choice of words <p>Session 8: LO: To write sentences expressed as a speech bubble.</p> <ul style="list-style-type: none"> To orally rehearse sentences for writing To match lower-case letters to a capital letter To write a simple sentence. <p>Session 9: LO: To write a new ending for the story.</p> <ul style="list-style-type: none"> To imagine and tell a new ending to a story To orally rehearse sentences before writing To write simple sentences. 	<p>Collect time words (adverbials for time)</p>	<p>Rainbow Rhymes LO: To identify rhyming words.</p>	<ul style="list-style-type: none"> To write a simple sentence.
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	<ul style="list-style-type: none"> To write simple sentences To use capital letters and full stops To apply phonic skills to support independent spelling 	<ul style="list-style-type: none"> To express a viewpoint and justify choices To apply phonic skills to read unfamiliar words To use and develop new vocabulary To use picture clues to make inferences about a character's feelings 				
Term 5 <i>Bee & Me</i>	Daily whole class shared and modelled writing The Very Hungry Caterpillar LO: To create a food diary.	Daily whole class shared and modelled writing Bee & Me Session 1: LO: To write simple information about bees. <ul style="list-style-type: none"> To introduce vocabulary and activate background knowledge To understand that when we listen to music we can 'paint' pictures in our minds To use talk to share ideas, information and opinions 	Daily whole class shared and modelled writing Bee & Me Session 3: LO: To sequence events in a story. <ul style="list-style-type: none"> To use picture clues to support understanding To work collaboratively with a partner To sequence a set of pictures To know the key events in the beginning of the story <i>Bee & Me</i> To retell part of a story orally 	Daily whole class shared and modelled writing Non-narrative facts about bees • Predictions • Story captions • A recount of an imaginary journey • Questions • A story sequel • A poster • Sentence editing Bee & Me Session 6: LO: To work in role as a character <ul style="list-style-type: none"> To use gestures and actions in drama work To talk in role as a character 	Daily whole class shared and modelled writing Bee & Me Session 9: LO: To order the events in a story. <ul style="list-style-type: none"> To use picture clues To work collaboratively to order a set of pictures To begin to be aware of the passage of time in a story. Session 10: LO: To write a caption for a picture.	Daily whole class shared and modelled writing Ladybird Facts – Lady birds have spots.  African Snail Facts – Are you a snail? https://www.youtube.com/watch?v=_H5PiUuAPv4



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		<ul style="list-style-type: none"> To ask questions To taste different kinds of honey and describe it (Beekeeper visit) <p>Session 2: LO: To compare illustrations and make a prediction.</p> <ul style="list-style-type: none"> To read pictures clues to support understanding of a text To compare illustrations To describe what they see To share ideas and opinions with others. 	<p>Session 4: LO: To write a caption for a picture.</p> <ul style="list-style-type: none"> To read aloud sentences, applying phonic knowledge to decode regular words and some common irregular words To match sentences to the correct picture To orally rehearse a sentence for writing To write simple sentences <p>Session 5: LO: To understand a character's viewpoint.</p> <ul style="list-style-type: none"> To use an emoji to capture how a character is feeling To work collaboratively with a partner 	<ul style="list-style-type: none"> To make inferences about what a character might be saying, thinking and feeling. <p>Session 7: LO: To explore the setting for a story.</p> <ul style="list-style-type: none"> To think and work imaginatively To record ideas for the setting of the bees' journey on a pictorial map To describe a journey. <p>Session 8: LO: To write a recount of an imaginary journey.</p> <ul style="list-style-type: none"> To orally compose and write sentences To use some language features of a recount To use phonics to support spelling To edit a simple sentence 	<ul style="list-style-type: none"> To orally rehearse sentences for writing To write sentences with the support of talking prompts 	<p>Sunny Day poems – Senses</p>
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			<ul style="list-style-type: none"> To give reasons to support the choice of emoji To know that characters' feelings can change in the course of a story 			
Term 6 <i>The Lion Inside</i>	<p>Daily whole class shared and modelled writing</p> <p>The Lion Inside Session 1: LO: To compare two characters.</p> <ul style="list-style-type: none"> To listen and respond to a story To use vocabulary to describe Lion in the story To use vocabulary to describe Mouse in the story To discuss similarities and differences between two characters <p>Session 2:</p>	<p>Daily whole class shared and modelled writing</p> <p>Penguin on Holiday LO: To write a postcard.</p> <p>Write a postcard from crab or penguin.</p> <p>Wish you were Here! Show video. Use the pictures supplied. Chn to choose which one they have or would like to visit. Add photograph to the picture and write a sentence what they liked about it or why they would like to go there.</p>	<p>Daily whole class shared and modelled writing</p> <p>Fatou, Fetch the Water!</p> <p>Water Stories LO: To create a list poem. Use the book 'Water' by Frank Asch for inspiration. Choose water pictures and write sentences to describe water – Water is a flood, Water is tears when I am sad. Water is life. Water is a cold drink.</p>	<p>Daily whole class shared and modelled writing</p> <p>Under the Same Sky Animal Facts – Animals around the world</p> <p>Choose one animal to find out more facts about as a class – Write our facts in our books.</p> <p>Each group to choose a different animal. Have a picture of that animal in their books – draw their own picture next to it and write facts about it.</p> <p>Share our learning.</p>	<p>Daily whole class shared and modelled writing</p> <p>Commotion in the Ocean LO: To use word cards and animal comparing pictures to retell the story.</p> <p>LO: To create t non-fiction books about marine animals.</p> <p>BBC iPlayer's Andy's Aquatic Adventures</p>	<p>Daily whole class shared and modelled writing</p> <p>Ice Lolly Recipes LO: To write a recipe for an ice lolly.</p> <p>LO: To write instructions.</p>



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	<p>LO: To use appropriate vocabulary to describe a character.</p> <ul style="list-style-type: none">• To read words that describe a character• To understand and use new vocabulary• To discuss word choices and give reasons for choices. <p>Session 3:</p> <p>LO: To write a character description.</p> <ul style="list-style-type: none">• To orally rehearse sentences for writing using talking prompts• To write sentences using a range of adjectives• To edit a simple sentence					
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