
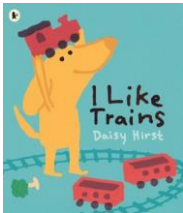
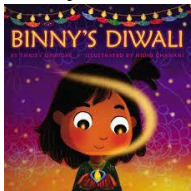
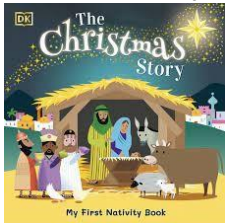
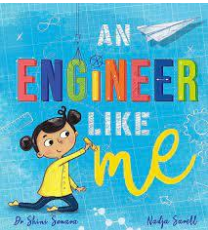
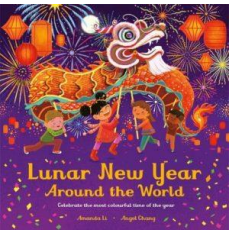
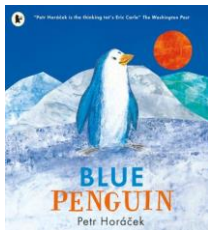
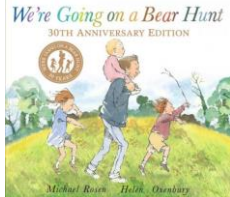
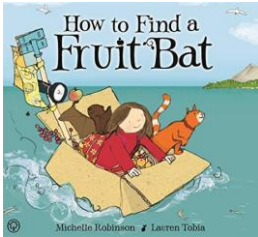
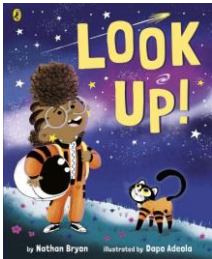
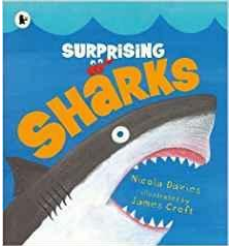


EYFS English Long term plan

Core Texts	<p>Hello Friend – making friends</p>  <p>I like Trains – interests and family</p> 	<p>Binny's Diwali</p>  <p>Christmas Story</p> 	<p>The Three Little Pigs</p>  <p>An engineer like me</p>  <p>Lunar New Year Around the World</p> 	<p>Blue Penguin – hot and cold climates</p>  <p>We're Going on a Bear Hunt – journey comparing places</p> 	<p>How to find a Fruit Bat – growing and journeys</p>  <p>Look Up – space</p> 	<p>Billy's Bucket – sea creatures</p>  <p>Surprising Sharks –non fiction – sea mammals/ocean</p> 
MAKATON	<p>Hello Goodbye Please</p>	<p>Coat Bag Give</p>	<p>Home Tidy up we</p>	<p>Happy Sad Hurt</p>	<p>Mum Dad Where?</p>	<p>Running Singing Playing</p>

	Toilet Help me Sit Stand	Drinks Snack/eat Me	Yes Wash hands Shoes	Sorry Upset no	Why Come	Walking Lining up
Key Vocabulary F1 and F2 (Including but not limited to)	F1 Family, special, feelings, baby, child, Autumn, different, same F2 Emotions, unique, respect, kindness, manners, rules, baby, toddler, adult, season, Autumn.	F1 Parade, celebrate, party, God F2 Celebration, festival, decorate, banquet, gift, tradition, culture, belief, faith, Christian, God	F1 – building, material, force, movement, magnet, attract, repel F2 Construct, stack, build, material, transparent, hard, soft, gears, links, mechanisms, mechanics	F1 Cold, warm, weather, world, exploring, winter, hot, cold F2 Frozen, seasons, environment, temperature, habitat, journey passport, Season, winter	F1 Body, healthy, exercise, grow, spring, space, planets, Earth F2 Universe, galaxy, atmosphere, gas, solid, liquid, growth, lifecycle,	F1 Ocean, land, sharks, fin, waves, summer F2 Current, tides, coast, dorsal fin, gills, mammal, carnivore,
	F1 Sing rhymes and explore picture books To talk about themselves and their families in their play	F1 To talk about celebrations at home To listen to stories about celebrations such as Diwali, Christmas and talk	F1 To begin to use a wide range of vocabulary To talk in short sentences so that others can understand. To listen to and follow simple instructions	F1 To listen to stories and retain key vocabulary To be able to talk about the setting and characters in the story	F1 To listen to stories and retain key vocabulary To be able to Answer questions and share opinions using the relevant vocabulary	F1 To develop a wide range of vocabulary To listen to different nursery rhymes and be able to join in singing words

	<p>To develop their communication that can be understood by others</p> <p>F2</p> <p>To talk about themselves and others in full sentences</p> <p>To enjoy singing songs, joining in stories and group time discussions</p> <p>To speak about a range of texts, sharing ideas and thoughts with adults and peers</p>	<p>about why they are celebrated</p> <p>To listen to and follow simple instructions</p> <p>F2</p> <p>To compare different festivals using vocabulary they have acquired from their learning</p> <p>To make comments about their observations</p> <p>To use talk to organise their thinking</p>	<p>To respond to questions appropriately</p> <p>To express a point of view</p> <p>F2</p> <p>To give opinions and share ideas with confidence in different situations</p> <p>To describe features of different stories</p> <p>To talk to others and take it in turns to talk</p> <p>To demonstrate good listening behaviours</p> <p>To follow instructions with two or more parts</p>	<p>To be able to use connectives</p> <p>To listen to and follow simple instructions</p> <p>To respond to questions appropriately</p> <p>To talk in short sentences so that others can understand</p> <p>F2</p> <p>To describe familiar texts with detail and using full sentences</p> <p>To ask questions about familiar aspects of their environment and learning</p>	<p>To be able to talk about the setting and characters in the story</p> <p>To be able to use connectives in their speech</p> <p>To take turns to speak in a conversation</p> <p>F2</p> <p>To share ideas in small groups and whole class situations confidently</p> <p>To respond to what other people say e.g. peers, teachers etc</p>	<p>confidently and clearly</p> <p>To be able to answer questions and share opinions using the relevant vocabulary</p> <p>To be able to talk about the setting and characters in the story with confidence</p> <p>F2</p> <p>To use a full vocabulary bank</p> <p>To use conjunctions in sentences</p> <p>To use past, present and future forms</p> <p>To ask questions about what I have heard</p> <p>To explain events that have already happened in detail</p>

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Phonics	F1 Phase 1 Environmental sounds F2 See separate phonics plans	F1 Phase 1 Instrumental sounds F2 See separate phonics plans	F1 Phase 1 – rhythm and rhyme F2 See separate phonics plans	F1 Phase 1 – Alliteration F2 See separate phonics plans	F1 Phase 1 – Little Wandle – foundation stage F2 See separate phonics plans	F1 Phase 1 – Little Wandle – foundation stage F2 See separate phonics plans
F1 and F2 skills & knowledge Comprehension Word Reading Writing	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes To join in with stories, rhymes and songs as	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes To develop their play linked to	F1 To develop their mark making and begin to identify their marks To begin to sequence and retell stories linked to pictures they can see	F1 To develop their mark making and begin to identify their marks To begin to sequence and retell stories To use story language in their	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes To acquire and use new vocabulary To count and clap syllables in their name	F1 To produce emergent writing using initial sounds To write their own name forming some letters correctly To recognise words that have the same

	<p>they become familiar</p> <p>To know their favourite story and the reason why</p> <p>To begin to show interest in letters – particularly those in their own name</p> <p>To find their name from a small selection of other names</p> <p>F2</p> <p>To listen to stories with increasing attention and recall</p> <p>To practise writing their name with good pencil control</p>	<p>stories and retelling</p> <p>To begin to form the first letter in their name and others as appropriate</p> <p>To develop some print knowledge e.g. print has meaning = it is made of letters and words</p> <p>To be able to name a part of the book e.g. front cover and back cover</p> <p>F2</p> <p>To sequence and retell stories through role play and small</p>	<p>To develop more print knowledge e.g. text is read from left to right</p> <p>To open the front cover in a book and turn pages carefully</p> <p>To begin to show some emergent mark making including some letters</p> <p>F2</p> <p>To describe events in familiar stories and predict events</p> <p>To locate the title and blurb in a story</p> <p>To begin to identify when two letters</p>	<p>play</p> <p>To be able to write some letters from their name</p> <p>F2</p> <p>To anticipate key events in stories</p> <p>To draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</p> <p>To read some Phase 3 tricky words</p> <p>To begin to read simple captions using their phonics knowledge</p> <p>To begin to write simple captions</p>	<p>To recognise rhyming words (not written-listening)</p> <p>F2</p> <p>To use and understand new vocabulary</p> <p>To read simple sentences using known phonic knowledge</p> <p>To use their fingers to point at words when reading</p> <p>To write simple sentences using phonics knowledge</p> <p>To be able to read all Phase 3 tricky words</p> <p>To begin to write some Phase 3 tricky words</p>	<p>initial sounds e.g. money and mummy</p> <p>To find their name from a selection of other names starting with the same letter</p> <p>F2</p> <p>To check, confirm and modify own reading</p> <p>To develop fluency and confidence when reading</p> <p>To read tricky words</p> <p>To write tricky words</p> <p>To show awareness of basic punctuation capital letter and full stops when writing sentences</p>
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	<p>(may still be being developed)</p> <p>To identify and write some initial sounds</p> <p>To recognise words that rhyme e.g. sat and cat</p>	<p>world play.</p> <p>To identify middle sounds in words</p> <p>To identify end sounds in words</p> <p>To begin to segment words into their single sounds e.g. ca-t for writing</p> <p>To blend sounds together to create words for reading</p> <p>To write simple CVC words / label</p> <p>To read Tricky words –</p>	<p>make one sound (digraph) –</p> <p>To begin to write CVCC words</p> <p>To write Tricky words</p>	<p>using finger spaces and their learnt phonics knowledge</p>		
Genres explored	Labels, lists, captions, recipe, poster, instructions, letters, stories, postcards, poems, recounts					