



## English Long Term Plan

### EYFS 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wider curriculum focus</b>	<i><b>PSHE/transition/ Settling</b> – All about me <b>Science</b> – What do we notice</i>	<i><b>History</b> – What do we remember?</i>	<i><b>Science</b> – What do we notice?</i>	<i><b>Geography</b> – Where are we? Where shall we go?</i>	<i><b>Science</b> – What do plants need to grow?</i>	<i><b>RE</b> - How can we be kind to others?</i>
<b>WRITING</b>						
<b>Purpose of writing</b>	Writing to inform / entertain	Writing to inform	Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain
<b>'Driver' Text</b>	<b>Colour Monster Goes to School</b> – Anna LLenas  <b>We're Going on a Leaf Hunt</b> – Steve Metzger	<b>The Everywhere Bear</b> — Julia Donaldson  <b>Christmas stories</b>	<b>Astro Girl</b> – Ken Wilson-Max	<b>Blue Penguin</b> - Petr Horacek	<b>Errol's garden</b> – Gillian Hibbs  <b>Minibeasts – Mad about minibeasts</b> – Giles Andreae & David Wojtowycz	<b>Our very Own Dog</b> – Amanda McCardie
<b>Writing Outcomes</b>	Drawing a self-portrait. Drawing a family portrait. Drawing an Autumn picture.	Drawing pictures of where the Everywhere Bear might go next. Speech bubbles  Card writing Letter to Father Christmas cards	Label an astronaut or/and a rocket. Speech bubbles  Card inside for Valentines	Label a penguin. Fact file – non-fiction writing about penguin facts.	Instructions for planting seeds/bulbs. Shopping list for planting seeds/bulbs. Label Minibeasts. Life cycles	A list of things a dog needs to survive. Name and label baby/adult animals. Draw a picture of their pet and label with name.
<b>Reading &amp; supplementary texts</b>	<b>Fiction:</b> <b>Owl Babies</b> – Martin Waddell Patrick Benson Leaf Man- Lois Ehlert Stanley's Stick- Neal Layton Stick Man- Julia Donaldson That's not my stick-  <b>Non –fiction:</b> Out and About (Poetry)	<b>Fiction:</b> Traditional Stories (All Year) The Rabbit Belongs To Emily Brown A Bit Lost Lost and Found Knuffle Bunny The way back home Stick Man.  <b>Non –fiction:</b> <b>Bears-</b>	<b>Fiction:</b> How to Catch a Star Whatever Next Toys in Space  <b>Non-Fiction:</b> Little Kids First Book of Space Smart Kids: Space Learn About Space My First Book of Planets What is the Moon	<b>Fiction:</b> The Emperor's Egg Penguin Little Penguin Traditional Stories (All Year) Lost and Found The Nativity Penguins Ten Little Penguins <b>Non –fiction:</b> Penguin Chicks Penguins	<b>Fiction:</b> The Tiny Seed Grandpas Garden Yucky Worms A seed in Need Traditional Stories (All Year) Bog Baby Eddie's Garden Jasper's Beanstalk Jack and the Beanstalk <b>Non –fiction:</b> First Facts about bugs	<b>Fiction:</b> Lulu Gets a Cat Oh No George Hairy Maclary Is There a Dog in This Book? Dogs  <b>Non –fiction:</b> The Dog Encyclopaedia for Kids Atlas of Dogs



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				Explore my world: Penguins Positively Penguins	National Trust: Out and About Minibeast Explorer: A children's guide to over 60 different minibeasts.	
<b>Opportunities for oracy</b>	Circle time - adult modelled, play – modelled, Verbalise learning, discussions during play, Thinking/talking/doing, Well planned guided choosing which will encourage discussion and co-operation. Singing songs/ rhymes	Opportunities for children to speak in front of others – memory boxes, remembrance day, verbalise learning, Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	To talk about what we find in space such as planets. What occupation do we want to do when we are older? Singing songs/rhymes. Joining in with repeated refrains. Well planned guided choosing which will encourage discussion and co-operation	Talk about findings of experiments – share findings Discussion about ice, Discussion about where penguins live, what they eat, etc Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	Whole class discussion on what plants need to grow. How can we find out? Singing songs/rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.	Class discussion about how to look after a dog. Singing songs/ rhymes Joining in with repeated phrases from traditional stories. Well planned guided choosing which will encourage discussion and co-operation.



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### SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spelling</b>	Can spell their first name correctly (some letters may be in wrong position or reversed letters.) With support can spell simple CVC words (some letters may be reversed)		Can confidently spell simple CVC words (using taught graphemes) With support can spell words that include taught graphemes. Can begin to spell words by identifying the sounds they can hear (Supported by Little Wandle).		With support, can spell their surname correctly (This maybe earlier for some children) Can spell some high frequency words Can spell words by identifying sounds in them and representing the sounds with a letter or letters (using taught graphemes).	
<b>Punctuation</b>	With support, can write their first name with a capital letter		To have an understanding of what a capital letter and full stop is. With support, can leave finger spaces between words		With support, can write their surname with a capital letter. Can confidently recognise the capital letter and corresponding lower case letter Can write short sentences using a capital letter and full stop Can leave finger spaces between words	
<b>Vocabulary and Grammar</b>	To use the terminology: sound, letter, word. Is beginning to use new vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To <b>begin</b> to ask questions to find out more.		With increasing confidence, can use new vocabulary. Begin to articulate their ideas and thoughts in well-formed sentences When talking, can connect one idea or action to another using 'and'. E.g. I'm going to tidy up and then I'm going to go outside."		Is beginning to use new vocabulary in different contexts e.g. "I looked in my bucket and I saw..." With increasing accuracy, can mostly speak using the correct past, present or future tense e.g. I walked to the park, I am going on holiday. To know a sentence must make sense When talking, can connect one idea or action to another using a range of connectives. E.g. I need to put my hood up because it is raining outside."	