



## English Long Term Planning Map - Class Robins (EYFS)

Changes in the natural world affect what we do (A year long inquiry)

Positive relationships help us grow and learn. (Autumn)	Positive relationships help us grow and learn. (Winter)	Communities work well when people understand their roles and responsibilities. (Winter)	Communities work well when people understand their roles and responsibilities. (Spring)	Changes in the natural world affect what we do. (Spring/Summer)	People share their ideas through different media for different reasons. (Summer)
<p><b>Key Driver:</b></p> <p>Starting School (Janet and Allan Ahlberg)</p> <p>Harry and his bucketful of dinosaurs (Starting School)</p> <p>Only one you</p> <p>Rainbow Fish</p> <p>FunnyBones</p> <p>Pumpkin Soup and Tree (Autumn)</p> <p>Story time: A selection of rhyming stories</p>	<p><b>Key Driver:</b></p> <p>Room on the Broom (Julia Donaldson)</p> <p>Spookyrumpus</p> <p>Bonfire Night- Non-fiction text</p> <p>A story of Diwali (The Festival of Light)</p> <p>Samira's Eid</p> <p>The Christmas Story</p> <p>Storytime: A selection of rhyming stories</p>	<p><b>Key Driver:</b></p> <p>Jack Frost/A Snowflake</p> <p>Mr Gumpy's Motor Car</p> <p>The Train Ride</p> <p>Journey</p> <p>Lost and Found/The Way Back Home</p> <p>Storytime: Non-Fiction texts about transport</p>	<p><b>Key Driver:</b></p> <p><b>Traditional Stories</b></p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Goldilocks and The Three Bears</p> <p>The Little Red Hen</p> <p>The Easter Story</p> <p>Storytime: Spring time stories</p>	<p><b>Key Driver:</b></p> <p>Jack and the Beanstalk</p> <p>Oliver's Vegetables</p> <p>The Enormous Turnip</p> <p>The Tiny Seed</p> <p>Favourite Author- Julia Donaldson (Superworm and Tiddler)</p> <p>Storytime: Julia Donaldson stories/Spring time stories</p>	<p><b>Key Driver:</b></p> <p>Art inspired stories and non-fiction texts.</p> <p>The Dot and Ish (visual literacy) -Peter Reynolds</p> <p>The Lines that Wriggle</p> <p>Beautiful Oops</p> <p>The Magic Paintbrush Julia Donaldson</p> <p>Storytime: Non-fiction texts linked to art/Summer time stories</p>
<p><b>Genres:</b></p> <p>Fiction - PSED, Rhyming texts</p>	<p><b>Genres:</b></p> <p>Non-Fiction- Christianity, Festivals and Celebrations</p>	<p><b>Genres:</b></p> <p>Poem (Jack Frost), Fiction and Non-fiction link to transport</p>	<p><b>Genres:</b></p> <p>Fiction (Traditional Stories)</p>	<p><b>Genres:</b></p> <p>Fiction/Non-Fiction linked to growing</p>	<p><b>Genres:</b></p> <p>Fiction and Non-Fiction linked to art projects</p>



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	Poetry- Bonfire Night Fiction- Rhyming Texts				
<p><b><u>Year R</u></b></p> <p>Communication and Language:</p> <p><b><u>LISTENING</u></b> Children listen attentively in a range of situations.</p> <p><b><u>UNDERSTANDING</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b> Children express themselves effectively, showing awareness of listeners' needs.</p> <p><b><u>READING (40-60 MTHS)</u></b> Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b><u>WRITING (40-60 MTHS)</u></b></p>	<p><b><u>Year R</u></b></p> <p>Communication and Language:</p> <p><b><u>LISTENING</u></b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>UNDERSTANDING</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b> Children express themselves effectively, showing awareness of listeners' needs.</p> <p><b><u>READING (40-60 MTHS)</u></b> Begins to read words and simple sentences. •Uses</p>	<p>Communication and Language:</p> <p><b><u>SPEAKING (ELG)</u></b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Physical Development:</p> <p><b><u>MOVING AND HANDLING (ELG)</u></b> They handle equipment and tools effectively, including pencils for writing.</p> <p><b><u>READING (ELG)</u></b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read.</p> <p><b><u>WRITING (ELG)</u></b></p>	<p>Communication and Language:</p> <p><b><u>LISTENING</u></b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>UNDERSTANDING</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b> They develop their own narratives and explanations by connecting ideas or events.</p> <p>Physical Development:</p> <p><b><u>MOVING AND HANDLING</u></b></p>	<p>Communication and Language:</p> <p><b><u>LISTENING</u></b> They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>UNDERSTANDING</u></b> They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b> They develop their own narratives and explanations by connecting ideas or events.</p> <p>Physical Development:</p> <p><b><u>MOVING AND HANDLING (ELG)</u></b> They handle equipment and tools effectively, including pencils for writing.</p> <p><b><u>READING (ELG)</u></b></p>	<p>Communication and Language:</p> <p><b><u>LISTENING</u></b> They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>UNDERSTANDING</u></b> They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b> They develop their own narratives and explanations by connecting ideas or events.</p> <p>Physical Development:</p> <p><b><u>MOVING AND HANDLING (ELG)</u></b> They handle equipment and tools effectively, including pencils for writing.</p> <p><b><u>READING (ELG)</u></b></p>



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<ul style="list-style-type: none"> <li>•Gives meaning to marks they make as they draw, write and paint.</li> <li>•Begins to break the flow of speech into words.</li> <li>•Continues a rhyming string.</li> <li>•Hears and says the initial sound in words.</li> </ul>	<p>vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of books.</li> <li>•Knows that information can be retrieved from books and computers.</li> </ul> <p><b><u>WRITING (40-60 MTHS)</u></b> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> <li>•Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>•Writes own name and other things such as labels,captions.</li> <li>•Attempts to write short sentences in meaningful contexts.</li> </ul>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p>	<p><b><u>(ELG)</u></b></p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p><b><u>READING (ELG)</u></b></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b><u>WRITING (ELG)</u></b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b><u>WRITING (ELG)</u></b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b><u>WRITING (ELG)</u></b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p><b><u>Reading:</u></b></p> <p>Books without words developing C and L development.</p>	<p><b><u>Reading:</u></b></p> <p>Books without words, simple picture books, audio books and Phase 2 reading books.</p>	<p><b><u>Reading:</u></b></p> <p>Scheme Books - Level according to assessment</p>	<p><b><u>Reading:</u></b></p> <p>Scheme Books - Level according to assessment</p>	<p><b><u>Reading:</u></b></p> <p>Scheme Books - Level according to assessment</p>	<p><b><u>Reading:</u></b></p> <p>Scheme Books - Level according to assessment</p>



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