

## Foundation Stage 1 English Overview

Communication and language is a prime area of learning within EYFS, it underpins all that we do. We make time throughout each day for children to have conversations with their friends and the adults around them. Central to this is the creation of a language rich environment that provokes conversation through a carefully thought out provision.

Each day the children have opportunities to share a wide range of books, sing nursery rhymes and songs. They retell stories they are familiar with, in their own words and share these with the people around them. We create opportunities for the children to explore the sounds they hear around them leading to more careful listening of the sounds within words.

Mark making starts with dough disco and finger gym activities. As the children develop strength in their fingers, thumbs and the palms of their hands they are encouraged to make marks with a wide range of tools and on different surfaces.

### **Autumn One: Good to be me**

Main focus: Well-being/self-esteem

### **Autumn Term Two: Let's celebrate**

Main focus: Diversity, family traditions

#### **Communication and language**

- I will develop my listening skills by sitting still, looking at the person who is talking and thinking about their words.
- I will follow simple instructions like 'sit down'.
- I will talk with my friends when I play.
- I will learn new words.
- I will ask questions like 'Can you read with me?'
- I will listen to questions and think about what to say when I reply.
- I will listen and join in with parts of stories I like

#### **Literacy**

- I will enjoy sharing my favourite books with those around me.
- I will learn to sing five nursery rhymes all by myself and share these with my grown-ups at home.
- When I know parts of stories, I will join in when they are read to me. I may even retell parts of stories in my own words.
- I will start to be able to find my own name card from a small group of others.
- I will draw on paper, boxes, in note pads, on envelopes, and even when I am outside on floors and walls. I may even want to talk about the things I have drawn or the marks I have made.
- I will learn about the sounds around me, like the sounds I hear outside or at home, the sounds I can make with my voice or my body, or the sounds I can make with instruments.

Fine motor:

- I will make marks in lots of different ways and try to find the hand that works best for me.

#### **Autumn Term One Key Texts**

I like myself  
 Super duper you  
 We've all got belly buttons  
 My mum and dad make me laugh  
 My mum is fantastic  
 The family book  
**Traditional Tales:** Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood

#### **Autumn Term Two Key Texts**

Pass the jam Jim  
 Kippers birthday party  
 Sparks in the sky  
 Dipal's Diwali  
 The Christmas story  
 Rudolph  
 Santa  
**Traditional Tales:** Three Billy Goats Gruff, Jack and the Beanstalk, The Little Red Hen

### **Spring Term One Up, up and away**

Main focus: The natural world, STEM (Science, Technology, Engineering and Maths)

### **Spring Term Two: Green fingers**

Main focus: The natural world, creating art

#### **Communication and language**

- I will learn and use new words like angry, calm and upset to tell my friends how I am feeling.

#### **Spring Term One Key Texts:**

How to catch a star  
 Zoom, rocket, zoom  
 Roaring rockets

<ul style="list-style-type: none"> <li>• I will listen to instructions that ask me to do two different things (like get your coat and stand by the door) and then try to carry them out.</li> <li>• When someone asks me a 'why question' I will think about my answer and then tell my friends what I think.</li> <li>• I will start to use new words that help me to describe things such as big/small, fast/slow and bendy/spiky.</li> <li>• I will learn to sing ten nursery rhymes all by myself and share these with my grown-ups at home.</li> <li>• I will talk with my friends about the stories I like and about the parts of them that are my favourite.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• I will learn and use new words such as page, next, order and last to help me talk about the books I love.</li> <li>• I will put on little shows with my friends where we retell our favourite stories in our own words.</li> <li>• I will start to write things like lists, letters and postcards using my own range of marks.</li> <li>• I will start to write my name by using my name card to help me. I may even start to write some letters without even looking at it!</li> <li>• I will start to clap out the 'beats' (syllables) in words.</li> <li>• I will learn about words that rhyme (words that have the same sound at the end) and words that start with the same sound.</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>• I will use the hand I like best to draw and write. I will start to use this hand to use different tools like scissors and even hammers and saws when we have 'woodwork Wednesdays'.</li> </ul>	<p>On the moon Whatever next</p> <p><b>Traditional Tales:</b> Gingerbread Man, The Enormous Turnip</p> <p><b>Spring Term Two Key Texts:</b> A seed in need The enormous turnip Jasper's beanstalk Ten seeds Sam plants a sunflower</p> <p><b>Classic Stories:</b> Elmer, Dear Zoo, Hungry Caterpillar</p>
<p><b>Summer Term One: Our world</b> Main focus: Environmental awareness: artic, jungle, ocean</p> <p><b>Summer Term Two: Are we nearly there yet?</b> Main focus: Environmental awareness: pollution, designing and making</p>	
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• I will be able to understand and respond to a range of questions that start with words like who, what and where.</li> <li>• I will use my imagination when I play, and use words and phrases to talk about what I am doing. For example: 'Let's go on a bus... you sit there... I'll be the driver.'</li> <li>• When I talk with my friends, I understand that sometimes we will agree and sometimes disagree. When I disagree with my friends, I will talk with them to let them know why I feel the way I do.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• I will try to hold pens and pencils between my first two fingers and my thumb when I draw and write.</li> <li>• I will add marks to the drawings I make, for example: "That says mummy".</li> <li>• I will notice the letters that make up my name.</li> <li>• I will be able to write some letters like those in my name.</li> <li>• I will have long conversations with my friends about different stories.</li> <li>• I will begin to think about the sounds I hear in words.</li> </ul>	<p><b>Summer Term One Key Texts:</b> Commotion in the ocean A hole in the bottom of the sea Rumble in the jungle Jazzy in the jungle Immi A polar bear in the snow</p> <p><b>Classic stories:</b> Gruffalo, Owl Babies, Handa's Surprise</p> <p><b>Summer Term Two Key Texts:</b> Mrs Armitage on wheels Please don't chat to the bus driver I love trucks I'd rather go to Grandads Magic beach Seaside poems</p>

- I will be able to understand the sounds that make up a word. For example, when I hear the sounds c/a/t I will be able to blend them and know the word is cat.

I will be able to identify things by pictures. For example, when I see a picture of a pig I will be able to say p/i/g.