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| Brookside Curriculum Overview – English (Early Years) |

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|  | **Spring 1** | **Spring 2** |
| **Communication and Language**  **Literacy**  **EYFS Development Matters 2020** | Engage in story times.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary. | Engage in story times.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary. |
| **Core texts** | https://images-na.ssl-images-amazon.com/images/I/51SyryuXoVL._SY498_BO1,204,203,200_.jpgNight Monkey, Day Monkey: Julia Donaldson’s bestselling rhyming picture book – now with a fabulously foiled cover!https://images-na.ssl-images-amazon.com/images/I/51F+CAzjh1L._SX258_BO1,204,203,200_.jpghttps://images-eu.ssl-images-amazon.com/images/I/61cydN1a62L._SX218_BO1,204,203,200_QL40_ML2_.jpg  https://images-na.ssl-images-amazon.com/images/I/51Eaye-oUAL._SY498_BO1,204,203,200_.jpgWhere Does Food Come From? PowerPointhttps://images-eu.ssl-images-amazon.com/images/I/51Mc5k-czsL._SX218_BO1,204,203,200_QL40_ML2_.jpg  The Very Hungry Caterpillar by Carle, Eric Paperback Book The Cheap Fast Free - Picture 1 of 2 | Oliver's VegetablesTree: Seasons Come, Seasons Go  Jasper's BeanstalkSomebody Swallowed StanleyJack and the Beanstalk: Ladybird First Favourite TalesOne Springy Day: A Percy The Park Keeper StoryA Stroll Through the Seasons (Look and Wonder) |
| **Phonics** | **Phase 3**  j, v, w, x, y, z, qu, ch, sh, th, ng  Revision of Phase 2 Tricky Words - to, the, no, go, I  Phase 3 Tricky Words – he, she, we, me, be  Tricky Words **(Spelling)** to, the, no, go, I | **Phase 3**  ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er  Phase 3 Tricky Words – was, my, you, they, here, all, are |
| **Writing** | Write words by identifying the sounds and then writing the sound with letter/s.  Simple sentences of 4 or 5 words. | Write simple phrases and sentences that can be read by others.  Re-read what they have written to check that it makes sense. |
| **Vocabulary, Grammar & Punctuation** | Capital letters, finger spaces and full stops | |
| **Spelling & Handwriting** | Beginning to sound out and spell CVC and CVCC words that are consistent with their phonics knowledge, including some tricky words.  Begin to form lower case and capital letters correctly | Continue to sound out and spell CVC and CVCC words that are consistent with their phonics knowledge, including some tricky words.  Form all lower case and capital letters correctly. |
| **Spoken Language** | * Articulate their ideas and thoughts in well-formed sentences. * Ask questions to find out more and to check they understand what has been said to them. * Learn new vocabulary and use in discussions. | * Participate in small group, class and 1:1 discussion, offering their own ideas using recently introduced vocabulary. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. |
| **Home** | * Reading diary checked, reading books changed and sent home once per week * Reading words checked and changed once per week. A new set will be sent home when children can confidently read their current set. * Sharing books independently exchanged and sent home on a Monday. * Parents/Carers informed of key text/theme each week on external Early Years notice board. | |