

Curriculum Overview- Communication and Language- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C+L- Listening and Understanding	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Follows the rules of the classroom. • Responds and signs Makaton words. 	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused) • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity <p>Daily Makaton signs for Christmas. Neli carpet rules.</p>	<ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Beginning to understand why and how questions 	<ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Listens and responds to ideas expressed by others in conversation or discussion 	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props • Understands questions such as who; why; when; where and how 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Understands questions such as who; why; when; where and how
C+L- Speaking	<ul style="list-style-type: none"> • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Introduces a storyline or narrative into their play • To confidently talk about their family. • To celebrate any work they have created to adults or their friends. • To invent their own story by either drawing a story map or using the small world area with blocks. • Responds to their name during the register and chooses their lunch option. 	<ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences • Introduces a storyline or narrative into their play • Links statements and sticks to a main theme or intention <p>Asks about new vocabulary in reference to Makaton signs. Makaton signs for the topic are introduced.</p>	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Links statements and sticks to a main theme or intention 	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Links statements and sticks to a main theme or intention 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, 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 when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, 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 when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as birthdays, weddings and religious	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.



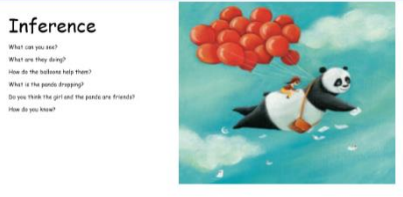
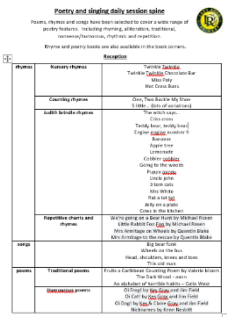
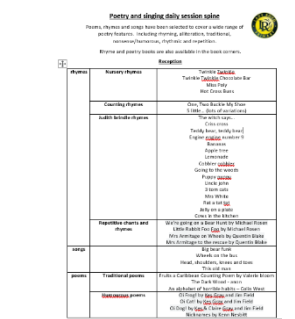
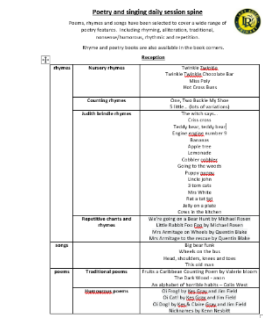
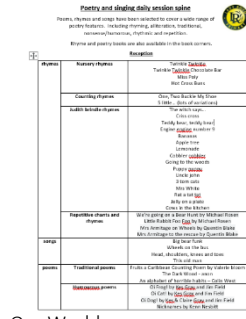
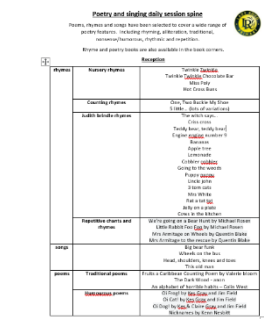
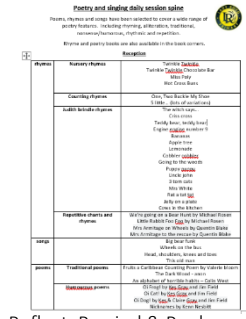
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		festivals. changes in the weather.				
Celebrations and experiences	Halloween	Diwali Bonfire night Children in need Remembrance day Christmas	Valentines day Lunar new year	World book day Mothers day Pancake day Easter	Ramadhan Eid	Fathers day Sports day Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear’s picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Listening, understanding & Attention	<u>Milestone 1</u> Daily Judith Brindle Rhythm and Rhyme sessions and the Rhyme spine.	<u>Milestone 2</u> Go on a hunt to find missing objects. Children will give and follow directions linked to Burglar Bill.	<u>Milestone 3</u> Go on a space journey based on Whatever Next? Children will follow a map and use prepositional language.	<u>Milestone 4</u> I will follow instructions on how we plant cress seeds.	<u>Milestone 5</u> Discuss weekend news and children answer questions about what they have heard. We will be encouraged to ask relevant questions.	<u>Milestone 6</u> Research a farm animal and present our findings to the class.
Curricular Milestones Listening, understanding & Attention	<u>Milestone 1</u> Follow and retell the instructions on how to make bread for the Little Red Hen.	<u>Milestone 2</u> Invent our own story as a class using small world.	<u>Milestone 3</u> Use small world independently using story language, blocks, characters and enhancements (foliage) and retell their story. <i>Challenge- Draw the story map.</i>	<u>Milestone 4</u> Describe my favourite plant.	<u>Milestone 5</u> Talking about where we think Norman the silly slug will go next.	<u>Milestone 6</u> Research a farm animal and present our findings to the class.
Master classes	Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are	Children access the feelings area independently. They use their mini- me’s to self register. Model using role play area Police Station. Mixing powder paint- naming the resources. How do we join in song and rhymes? Saying which area they want to go and learn in provision.	Design before making and talking about what our model is. Model using role play area Space station. Inventing a story using small world and block play. Begin to use more enhancements in the painting area. Using new construction equipment (upscaled provision) Retelling stories we already know using actions that help us remember key parts.	Observational drawings of daffodils- describing plants. Model using role play area Garden Centre. Inventing a story using small world and block play.	Model using role play area- minibeast lab. Inventing a story using small world and block play.	Model using role play area- travel agents. Inventing a story using small world and block play. Discussing our worries for Year 1. Writing questions to our Year 1 teacher.

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	introduced to the worry monster.					
Hooks for learning	The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.	Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.	Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!	Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.
Makaton language	Autumn Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen Brother Sister Mummy Daddy House/home	Winter Fireworks Policeman Policewoman Window Scissor disco Paint-l2 To think-l2 Picture-l2 Sand(2)-l2 To create/to model Water Sand To make/ to create To know I like Thief (Burglar Bill) *All colours (link with powder paint) *All feelings- Happy, sad, worried, relax/ be patient and angry.	Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More	Spring Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana Orange *All colours	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar	Summer Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge
Magpie wall (vocabulary) CHN think of their own words. This will be amended.	Recipe/ Instructions/windmill/tea m work/perseverance/ autumn/ Unique/ Kind	Burglar/sneaking/creeping/thief / friendship/support/ sentence/ tricky words/sounds/	Journey/ Travel/ preparation/ favourite	Growing/compost/manure /seeds/*Parts of a flower/	Wiggly/sliding/	Bridge/material/Balance/

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<p>Colourful semantics /</p>	<p>Settling in and focus on inference.</p>	<p>Focus on using sentences with inference.</p>	<p>Stage 3 Who? What doing? What?</p> 	<p>Stage 4/5 Who? What doing? What? Where?</p>	<p>Stage 4/5 Who? What doing? What? Where?</p> 	<p>Stage 5 Who? What doing? What? Where? When?/Describe.</p>
<p>Inference picture</p>	<p>Introduce Daily inference at the start of the Literacy lessons. Focus on Level 1 and 2 (Naming things and Describing things)</p>	<p>Daily inference at the start of the Literacy lessons- Start to use talking partners. Focus on Level 1 and 2 (Naming things and Describing things)</p>	<p>Daily inference- Blank levels 3 questioning. (Naming, describing, Re-telling)</p> 	<p>Daily inference-Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)</p>	<p>Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)</p>	<p>Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)</p>
<p>SEND- ELKLAN</p>	<p>Settling in and use transition notes from Nursery settings to support children with additional needs.</p>	<p>Referrals to external agencies/ initial concerns forms and meetings with parents made. Start ELKLAN practices in provision.</p>	<p>ELKLAN practices in provision for children with language needs.</p>	<p>ELKLAN practices in provision for children with language needs.</p>	<p>ELKLAN practices in provision for children with language needs.</p>	<p>ELKLAN practices in provision for children with language needs.</p>
<p>NELI</p>	<p>Settling in.</p>	<p>Screen all the Reception children for a summary on language.</p>	<p>Intervention programme begins.</p>	<p>Intervention programme begins.</p>	<p>Intervention programme begins.</p>	<p>Intervention programme ends and Screening takes place for progress.</p>
<p>Rhythm and Rhyme Poetry and singing daily session spine Charanga</p>	<p>Poetry and singing daily session spine  Me!</p>	<p>Poetry and singing daily session spine  My stories!</p>	<p>Everyone!</p> <p> Our World</p>	<p>Big Bear Funk</p> <p> Big Bear Funk</p>	<p>Big Bear Funk</p> <p> Big Bear Funk</p>	<p>Reflect, Rewind & Replay</p> <p> Reflect, Rewind & Replay</p>
<p>Aspire and British values</p>	<p>Individual Liberty- Learn the characters for the Aspire values. Democracy- Choose which book the adult should read</p>	<p>Democracy- Turn taking when it is 'me then you' during phonics sessions.</p>	<p>Democracy and Mutual respect- sow seeds outdoors. Mutual Respect- Democracy- Vote for our ladyroyd Hero. The rule of law- What does an Astronaut do?</p>	<p>Democracy- Vote for our ladyroyd Hero. Individual liberty- Say the steps to make Jam sandwiches.</p>	<p>Democracy- Vote for our ladyroyd Hero.</p>	<p>Democracy- Vote for our ladyroyd Hero.</p>

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	at the end of the day using self-choosing options (name cards/mini-mes) Democracy- Discussion about who is in our community linked to LRH. Democracy- Turn taking during rhythm and rhyme songs and discussions. The rule of law- Children use NELI poster- sit still, listen, look and be quiet. Democracy- Vote for our ladyroyd Hero.	Individual liberty- Talking about how the characters feel in the story BB. Mutual respect- Talking about Christmas, Diwali ,Bonfire night ,Children in need and Remembrance day. The Rule of Law- BB entering the classroom (see hook for learning) Democracy- Vote for our ladyroyd Hero.		Democracy and Mutual respect- Water the plants in the classroom and sow seeds outdoors. Democracy- Vote for our favourite plant.		
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
Jigsaw coverage	<u>Being Me In MY World</u> Wk 1 Help others to feel welcome WK 2 Try to make our school community a better place Wk3 Think about everyone's right to learn Wk 4 Care about other people's feelings Wk 5 Work well with others WK 6 Choose to follow the Learning Charter	<u>Celebrating differences.</u> Wk 1 What am I good at? WK 2 I'm Special, I'm me! Wk3 Families Wk 4 Houses and homes Wk 5 Making friends WK 6 Standing up for yourself!	<u>Dreams and Goals.</u> Wk 1 Challenge WK 2 Never give up! Wk3 Setting a goal Wk 4 obstacles and support Wk 5 Flight to the future Wk 6 Footprint awards. Wk7- What makes a good helper?	<u>Healthy me!</u> Wk 1 Everybody's body WK 2 We like to move it, move it Wk3 Food glorious food Wk 4 Sweet dreams Wk 5 Keeping clean WK Stranger Danger	<u>Relationships</u> My family and me Make friends make friend never ever break friends part 1 and 2. Falling out and bullying part 1 and 2 Being the best friends we can be.	<u>Changing me</u> My Body Respecting my body Growing up Fun and fears part 1 and 2. Celebration
Phonics coverage (Essential letters and sounds)	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 3-4</u>	<u>Phase 3-4</u>	<u>Phase 4</u>	<u>Phase 4/ Phase 5 intro.</u>
Religious Education	Where do I live and what is special to me?	How do people celebrate Autumn, Winter festivals?	People who help us.	What can we see in our wonderful world?	How do people celebrate Spring festivals?	What places are special to us?
Literacy	Week 2- Inference on the story/Predict the ending/Read the full story/Marvellous me! For Reception Week3- Story map/Innovated story map/ Community helpers for Reception Shared write shopping list.	Week 1- Holiday recount Inference on the front cover. Diwali Bonfire night Week 2- Predict the ending Read the ending. Role on the wall Day and night Week3- Hot seating	Week 1- Holiday recount Inference on whatever next Week 2- Predict the ending Read the ending Role on the wall Hot seating Week3- Story map Story ordering	Week 1- Holiday recount Inference of The Enormous Turnip Predict the ending Read the ending Week 2 Story map What am I? Fruits/beg Hot seating Role on the wall	Week 1- Holiday recount Inference on Norman the slug Predict the ending Read the ending Week 2 Bees Order the story Week 3 Drawing the story map Innovate	

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	<p>Week 4- All about Autumn/Read instruction on how to make bread/ <i>Lost and found</i> for Reception/Giants! For Reception/<i>Helping bear Mixed with Who's who.</i></p> <p>Week 5- Invented story map/Write a letter to the penguin/ Helping bear/Friendship tree</p> <p>Week 6- Families for Reception/Woodland walk for Reception/Leaf man/who lives in the woods?</p> <p>Week 7- Wild ones for Reception/Harvest time for Reception/</p> <p>Week 8- Leaf man/making autumn playdough/who lives in the woods/making leaf man books</p>	<p>Story map</p> <p>Innovate the story</p> <p>Invent a story</p> <p>Week 4- Oral hygiene list</p> <p>Write a list of things Burglar Bill stole/letter.</p> <p>Police officer information</p> <p>Hibernating animals</p> <p>Week 5- The nativity story</p> <p>Owls research</p> <p>Visit to the dentist oral hygiene</p> <p>Wanted poster</p> <p>Week 6- Oral hygiene- healthy eating</p> <p>Write a Christmas card</p> <p>Burglar Bill- Write a list of stolen goods.</p> <p>Week 7- The season of winter. Celebrations.</p> <p>Seasonal celebrations.</p>	<p>Innovate the story map</p> <p>Space facts</p> <p>Week 4- Invent a story</p> <p>Space facts</p> <p>Space facts</p> <p>Space facts</p> <p>Week 5- Bear facts</p> <p>Chinese new year</p> <p>Betsie journey</p> <p>Writing a postcard to Betsie</p> <p>Week 6- Space labels</p> <p>Write a list of things to take to space</p> <p>Different types of transport</p> <p>Hot air balloons</p> <p>Week 7- Valentines day</p> <p>Train journeys</p> <p>Lost and found</p> <p>Passports at the ready</p>	<p>Week 3 Innovating</p> <p>Write a list of healthy foods</p> <p>Plant cress</p> <p>Inventing</p> <p>Week 4 Where to carrots grow?</p> <p>Spring</p> <p>Mothers Day</p> <p>Plant a seed</p> <p>Week 5 What am I? Plants</p> <p>Describe a plant</p> <p>All about rabbits</p> <p>Week 6 Easter</p> <p>How to make a jam sandwich</p> <p>Labelling vegetables</p> <p>Colourful semantics The Enormous turnip.</p>	<p>Slugs and snails</p> <p>Role on the wall</p> <p>Week 4 Hot seating</p> <p>Norman adventure</p> <p>Planning butterfly garden</p> <p>All about ants</p> <p>Week 5 Worms</p> <p>Inventing</p> <p>Labelling minibeasts</p> <p>Diary of a spider</p>	
Sustain and Shared thinking	<p>We promote a language rich through good quality interactions.</p> <p>Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>
The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Writing sentences</p> <p>Sequencing a story</p> <p>Poetry – rhyme</p> <p>Instructions</p> <p>Narrative – retell an ending</p> <p>Narrative – traditional tales and comparison of alternative texts</p> <p>Poetry – alliteration and performance</p> <p>Narrative – fantasy</p> <p>Recount</p> <p>Narrative - character</p>					

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Information texts

Letters

Poetry – acrostic and riddles

Capital letters and full stops

How words make sentences

Separating words with spaces

Sequencing sentences

Proper nouns

Personal pronoun – I

Coordinating conjunction (and)

Verbs

Adjectives

Exclamation marks

Prefixes to change the meaning of verbs and adjectives (un-)

Question marks

Plural noun suffixes (-s, -es)

Verb suffixes (e.g. -ing, -ed, -er)

Consolidation

STATUTORY EDUCATIONAL PROGRAMME:

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.