




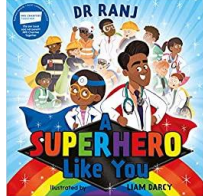


Communication and Language			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p>All About Me</p> <ul style="list-style-type: none"> Children will begin to listen to longer stories with enjoyment and will talk about what has happened in the story. Encouraged to have conversations 1:1 or in groups about things that interest them listening and speaking when it is their turn. Adults will introduce and model how to use a wider range of vocabulary linked to the theme and encourage children to use this in their own conversations. Children will be developing their ability to understand questions and instructions, including answering why questions. Children will also ask their own questions to find out more information. Listen and engage in stories. Children will then discuss the story to build familiarity and understanding. Opportunities in provision will be provided to retell familiar stories using their own words and words from the story. Listen to and learn rhymes, poems and songs, paying attention to how they sound and the words they use. Children will be encouraged to use longer sentences of four to six words to express 	<p>Celebrations</p> <ul style="list-style-type: none"> Through adult modelling and encouragement when independently playing with peers, children will recognise the importance of listening and begin to understand how to listen carefully. Through the use of our core texts and other supplementary texts, children will be regularly introduced to new stories and will be encouraged to talk about stories to build familiarity. Within the provision, vocabulary learnt from fiction and non-fiction texts about the celebrations will be displayed to encourage children to use their new vocabulary while playing within the provision. Children will develop their understanding of questions, such as who; why; when; where and how through their engagement in guided reading sessions and whole class carpet sessions. When interacting in the provision and taking part in learning sessions, children will practice listening to their peers attentively in groups. They will begin to recognise that their peer is a learning 	<p>Traditional Tales</p> <ul style="list-style-type: none"> Children will continue to engage with carpet sessions to encourage attention, concentration and listening skills through listening to stories being told and discussions with peers. Through carpet sessions, stories and role play, children will develop their vocabulary, learning new words and beginning to use them in new context. Opportunities to introduce a narrative in play, in relation to small world, construction and role play activities. The core texts will support this with the children and then they can develop it further more independently. Opportunities to use talk to organise and clarify thinking, through small group and whole class discussions. Children will engage with many different text types, including non-fiction books about different animals. They will then be able to discuss these books with increasing familiarity and use the information or story in their play. Adults will model and encourage the children to ask questions when they are 	<p>Animals</p> <ul style="list-style-type: none"> This term our two core texts are I Want a Pet by Laura Child's and Handa's Surprise by Eileen Brown. These texts aim to spark children's curiosity and intrigue, helping them to retell the narratives in their own words or using words from the text. They will gain a deep familiarity with both texts, as we will reread them and think about the stories from different perspectives. Our role play areas, small world areas and book corners are some of the spaces where children can immerse themselves in the stories and start to use newly learned vocabulary from the texts. Children will listen to stories during carpet sessions and story times. They will further develop their listening skills and answer questions about the stories. Children will be encouraged to talk about the stories during provision, on the writing table and at the curiosity cube, when linked. Children will be encouraged to talk about the changing seasons, as they start to observe the first signs of 	<p>Growth and Change</p> <ul style="list-style-type: none"> Carpet sessions are language rich and expose children to new vocabulary related to the core texts and them. These words will be modelled to children during inputs and provision to ensure maximum exposure. Inputs will utilise questioning and non-fiction texts to develop children's use of newly-introduced vocabulary and provide opportunities for children to listen attentively and respond to what they hear with comments. These non-fiction books are available for children to read during choosing time, on the writing table, in the small world area and role play areas. Through circle times and talk partners, in addition to interactions during their play, children will hold conversations with a variety of people and to share their ideas and feelings. During inputs, free flow and targeted interventions adults will model speaking using full sentences, including use of past, 	<p>People who Help Us</p> <ul style="list-style-type: none"> Children will continue to engage with carpet sessions to encourage attention, concentration and listening skills. They will have the opportunity to demonstrate this by anticipating key events and responding to what they hear with relevant comments, questions or actions. Children will answer how and why questions in relation to stories and their own experiences. Opportunities to develop vocabulary and sentence structure, through explanations and talking about events. Opportunities to develop their own narratives in play by connecting ideas or events. Children will work together to create their graduation ceremony, creating lines that communicate their learning throughout the year. They will communicate clearly and loudly so that everyone can

Individually Strong, Collectively Stronger!



<p>their opinion or discuss with a friend when they disagree or want to do something different.</p> <ul style="list-style-type: none"> • Children will use talk to organise themselves and their play explaining to each other how their play is moving on and sharing their ideas. • Children will be encouraged to begin to use and and because to extend their thoughts and sentences. • Phonics groups focusing on Phase 1,2 and 3 dependent on the child's needs. 	<p>resource who can help them understand more.</p> <ul style="list-style-type: none"> • Through talking about their weekend, children will be able to describe events in some detail. • As a result of adult modelling and prompting, children will practice their articulation, using full sentences, connectives and new learnt vocabulary. • Phonics groups – phase 1, 2, 3 and 4 to assist chn in reading. 	<p>not sure to begin to develop a strategy to check.</p> <ul style="list-style-type: none"> • Children will be given many opportunities to talk about their feelings and begin to use conjunctions to explain and extend their ideas and discussions. • Through talking about different events, children will continue to build their ability to give detail when sharing. • Phonics groups – phase 1, 2, 3 and 4 to assist chn in reading. 	<p>spring, explaining why spring is important for wildlife.</p> <ul style="list-style-type: none"> • New knowledge and vocab will be taught through non-fiction books about animals. These non-fiction books are available for children to flick through during choosing time, on the writing table, small worlds and role play areas. • Children are always encouraged to speak in full, well-formed sentences. 	<p>present and future tenses and making use of conjunctions.</p> <ul style="list-style-type: none"> • Children will continue to work on active listening strategies and listen attentively to their peers during conversations. • Phonics groups – Phase 1, 2, 3, 4 and 5 to support reading. 	<p>hear them during the ceremony.</p> <ul style="list-style-type: none"> • Children will use newly-learnt vocabulary in their play from the visitors and discussions that they have had on the carpet about people who help us. • Children will develop their communication in the written form. • Set1, 2 and 3 phonics will be taught through the Read, Write Inc. programme.
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