

Communication and Language			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All About Me</p>	<p>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</p>	<p>Before Me: Long Ago/ Stories and Rhymes</p>	<p>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</p>	<p>Animals: Big Wide World/ Creep, Crawl and Wriggle</p>	<p>Water: Shadows and Reflections/ On the Beach/ Moving on</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. 	<ul style="list-style-type: none"> To speak in short sentences about the features of plants. To describe some events in detail. To listen to stories and talk about familiar pictures, features and characters understanding the narrative. To use talk to help work out problems, organise thinking and activities, explain how things work and why it might happen. To use own words and some repetition to retell the story, once they have developed a deep familiarity with the text. To understand how to listen and why listening is important. To explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. During small group, class and 1:1 discussion, ask questions to understand what has been said. To describe main story settings and events in increasing detail. 	<ul style="list-style-type: none"> During small group, class and 1:1 discussion, ask questions to understand what has been said. To use regular tenses and plurals, and begin to use irregular tenses correctly. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories and sequencing vocabulary, using vocabulary such as because, then, next. To use words and language relating to the passage of time when recalling and retelling a past event. To describe ideas and thoughts in well-formed sentences of 5-6 words. To organise thinking and activities and explain how things work and why they might happen. To talk about the pictures in storybooks and use them to discuss how characters might be feeling. To connect one idea or action to another using a range of conjunctions. To retell the story, once they have developed a deep familiarity with the text; some 	<ul style="list-style-type: none"> To describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. To use talk to discuss and explain their thoughts and ideas. To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. To talk about what they can see and describe seeds. To demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. To use and understand social phrases and recently introduced vocabulary from stories in small group, class and during play. To use new vocabulary to describe and explain how fruits and vegetables help the body to grow. To connect one idea to another using a range of conjunctions. 	<ul style="list-style-type: none"> To understand how to listen carefully and why listening is important. To make comments about what they have heard and ask questions to clarify. To ask questions to find out more and to check they understand what has been said to them. To use extended sentences to describe cold places. To use a wider range of vocabulary to describe a place. To offer explanations for ideas and thoughts. To use talk to describe habitats in some detail. To offer ideas using recently learnt vocabulary. To engage in story time using well-formed sentences to articulate their thoughts. To ask questions to clarify their understanding. To express their feelings about a story using full sentences. To retell the story using exact repetition and their own words. To use talk to help organise thinking and explain why 	<ul style="list-style-type: none"> To ask a relevant scientific question to find out more, explain how things work and why they might happen. To express their ideas and feelings about their experiences using full sentences linking to the same theme. To ask questions to understand what has been read to them. To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group discussions. To explain their ideas in full sentences, including using past, present and future tenses and making use of conjunctions. To use sentences to begin to notice and talk about the different places around the world, including oceans and seas. To use new vocabulary in extended sentences to share knowledge with others. To use talk to observe and explore objects and ideas.

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Children will be encouraged to use longer sentences of four to six words to express their opinion or discuss with a friend when they disagree or want to do something different. • 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 because to extend their thoughts and sentences. • Phonics groups focusing on Set 1A single letter sounds. • Phonics groups focused on supporting children to orally blend words. 	<ul style="list-style-type: none"> • To use extended sentences to express their thoughts and feelings, such as 'and', 'because' and 'so', and answers why something might happen. • To understand and answer questions, such as who, why, when, where and how. • To follow along to a story without prompting and recall key parts. • To create collaboratively, share ideas and use a variety of resources to make products. • To speak in sentences connecting their ideas and actions to one another using a range of conjunctions. • With support, observe, record and talk about materials and living things. • Phonics groups focusing on Set 1A and B single letter sounds. • Phonics groups focused on supporting children to orally blend words. 	<p>as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> • To 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. • To explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Phonics groups focusing on consolidating single letter sounds and learning Set 1 Special Friends (digraphs). • Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge. 	<ul style="list-style-type: none"> • To offer explanations for why things might happen, making use of recently introduced vocabulary from stories. • To explain their ideas in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • To use new vocabulary to answer questions in relation to stories. • To talk about different types of animals and their young using new vocabulary. • To listen to others' points of view and take into account others' thoughts. • To use full sentences to explain their thoughts and ideas extending on others ideas to share understanding of knowledge and thinking. • To follow instructions, including simple recipes, that include measures and ingredients. • Phonics groups focusing on consolidating single letter sounds and learning Set 1 Special Friends (digraphs). • Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge. 	<p>Charles Darwin was important.</p> <ul style="list-style-type: none"> • To offer explanations as to why buildings are special and why things happen, making use of vocabulary - because, then, next. • To participate in group discussions offering their own ideas using recently introduced vocabulary. • To connect one idea to another using a range of conjunctions. • To ask questions to find out more and check they understand what has been said to them. • To use new vocabulary to articulate ideas in formed sentences. • To describe the minibeast safari in detail. • Phonics groups focusing on consolidating single letter sounds and Set 1 Special Friends (digraphs). • Children learn Set 2 digraphs and trigraphs as per RWI lessons. • Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge. • Children begin to consider how to use sounds to read alien words. 	<ul style="list-style-type: none"> • To use new vocabulary in sentences aloud helps you to remember it before you write it. • To use talk to offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • To use adjectives and extended sentences to explain their thoughts and ideas to others. • To 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. • To talk about stories and make connections with events in their own lives or other familiar stories. • To use sentences to describe simply how weather changes as the seasons change. • Phonics groups focusing on consolidating single letter sounds and Set 1 Special Friends (digraphs). • Children learn Set 2 digraphs and trigraphs as per RWI lessons. • Phonics groups focused on consolidating oral blending and reading CVC, CVCC and CCVC words in line with their phonics knowledge. • Children begin to consider how to use sounds to read alien words.
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