

## Curriculum Objective

### Listening, attention and understanding

- 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.

## Links Across the Curriculum

Science — weather, season, what happens if, I wonder / History — past and present toys, understanding of time e.g. before, after etc, yesterday, today / History—Marvellous machines—transport links autumn etc. / Geography — where we live, where is our class room from the big hall, what is our school, weather and season / Art— famous artist significant people (Pier Mondrian, Vincent Van Gogh) , communicating their ideas when being creative / Design and Technology—using questions to extends reasoning. E.g. What does that do? What will happen if? Giving opinions / English—T4W, Instruction / role play / Maths—number talk / Shared reading—comprehension / sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—discussion, confidence and positively describing themselves. RE—retelling stories about religious festivals.

## Components Autumn Term

## Supported through...

Understand that listening is important.

Listens carefully for more than 5 minutes.

Follow simple instructions.

Pay attention to one thing at a time.

Listens to stories and understand what is happening.

Understand simple questions — who, what and when.

Enjoy and interact with stories

Understand spoken English.

Listen to and use simple vocabulary in line with subject.

Answer simple questions during whole class and small groups discussions.

Enjoy listening to and join in with basic songs and rhymes.

Beginning to use talk partners with support.

- Carpet rules — good sitting, good looking, listening ears turned on, lips closed and hands on laps.
- Circle time activities — Simon says, the bear and his honey etc.
- Small groups games, adult lead.
- Singing songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the week.
- Phonics — vocabulary building.
- Forest schools.
- CLS Toy Workshop visit / library visit.
- Visitors — story readers e.g. deputy head.
- Celebrations and home life sharing activities.
- Malleable/mess/exploratory play.
- Adult interaction within play.

## Components Spring Term

## Supported through...

Listens carefully for more than 10 minutes.

Begin to understand 'why' and 'how' questions.

Follow and give more complex instructions - 2 and 3 parts.

Recognise instructions can be responded to in different ways - verbally, through actions etc.

Listen to stories and answer questions regarding characters/ settings/plot using innovation and prediction.

Develop own thoughts to answer questions, beginning to explain answers.

Develop vocabulary linked with prior knowledge and current topics.

Begin listening to peers and respond appropriately.

Make up their own songs and stories.

Play out simple stories and parts of more detailed stories using puppets and role play.

Listen to and sing a growing number of songs and rhymes.

Show interest in non-fiction texts and develop some interests.

Verbally share an idea with an adult or peer regarding a shared subject.

Developing talk partner.

- Carpet rules — good sitting, good looking, listening ears turned on, lips closed and hands on laps.
- Circle time activities—Simon says, the bear and his honey etc.
- Small groups games, adult lead and independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the week.
- Phonics — vocabulary building.
- Forest schools.
- Traditional tale focus.
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- Visitor—story readers e.g. head teacher.
- Malleable/mess/exploratory play.
- Adult interaction within play.

## Components Summer Term

## Supported through...

Playout whole stories using puppets and role play using talk to direct and guide others.

Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning.

Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own.

Independently ask questions to find out more and check their own understanding.

Listens carefully for more than 20 minutes.

Sing and perform different songs.

Engage in a back and forth conversation regarding a shared idea or subject.

Confidently using talking partners effectively.

- Carpet rules — good sitting, good looking, listening ears turned on, lips closed and hands on laps.
- Circle time activities — Simon says, the bear and his honey etc.
- Small groups games, independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocabulary and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the week.
- Phonics — vocabulary building.
- Forest schools.
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- Farm trip — knowledge and vocabulary building.
- Visitor—story readers e.g. deputy head.
- Malleable/mess/exploratory play.
- Adult interaction within play.

## Curriculum Objective

### Speaking

- 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 the teacher.

## Links Across the Curriculum

Science— e.g. what do plants need to grow / History—past and present / Geography—where we live, where is our class room from the big hall. / Art— famous artist (Pier Mondrian, Vincent Van Gogh) / English—instruction / role play

Maths—number talk / Shared reading—comprehension / sitting / listening / Music—singing songs and nursery rhymes / creative arts and design—discussing creations

## Components Autumn Term

## Supported through...

Understand that listening is important.

Listens carefully for more than 5 minutes.

Follow simple instructions.

Pay attention to one thing at a time.

Listens to stories and understand what is happening.

Respond to simple questions—who what and when.

Enjoy and interact with stories.

Understand and use spoken English.

Use simple vocabulary in line with topic.

Answer simple questions during whole class and small groups discussions.

Enjoy listening to and joining in with basic songs and rhymes.

Begin to talk in simple sentences.

Developing past and present tense language.

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—Simon says, the bear and his honey etc.
- Small groups games, adult lead.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Forest schools
- Toy workshop visit/library visit.
- Visitor—story readers e.g. deputy head.
- Celebrations and home life sharing activities.
- Malleable/mess/exploratory play.
- Role play and puppets

## Components Spring Term

Listens carefully for more than 10 minutes.

Understand and respond to 'why' and 'how' questions.

Begin to start a conversation with others.

Use talk to organise themselves.

Listen to stories and ask and answer questions regarding characters/ settings/plot using innovation and prediction.

Develop own thoughts to answer questions, beginning to explain answers.

Develop and use vocabulary linked with prior knowledge and current topics.

Begin listening to peers and respond appropriately.

Make up their own songs and stories.

Play out and retell simple stories and parts of more detailed stories using puppets and role play.

Listen to and sing a growing number of songs and rhymes.

Use longer sentences to share ideas.

Verbally share an idea with an adult or peer regarding a shared subject.

Developing present tense language.

## Supported through...

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—Simon says, the bear and his honey etc.
- Small groups games, adult lead and independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Forest schools
- Traditional tale focus
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- Visitor—story readers e.g. deputy head
- Visitor—story readers e.g. head teacher.
- Malleable/mess/exploratory play.
- Role play and puppets

## Components Summer Term

## Supported through...

Playout whole stories using puppets and role play using talk to direct and guide others.

Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning.

Listen to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own.

Independently ask questions to find out more and check their own understanding.

Listens carefully for more than 20 minutes.

Sing and perform different songs.

Engage in a back and forth conversation regarding a shared idea or subject.

Develop social phrases.

Describe events using details. Mostly using the correct tense.

Articulate their thoughts and ideas using sentences to others.

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—Simon says, the bear and his honey etc.
- Small groups games, independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Forest schools
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- Zoo trip—knowledge and vocabulary building.
- Visitor—story readers e.g. deputy head
- Malleable/mess/exploratory play.
- Adult interaction with play.
- Role play and puppets

Vocabulary		
Autumn	Spring	Summer
<p>Lets explore</p> <p>school rules—good sitting, listening ears turned on, lips zipped, hands on laps.</p> <p>Home, school, classroom, big hall, small hall, toilets, book bag, playground, carpet space.</p>	<p>Long ago</p> <p>Tradition tales—once upon a time,</p> <p>Before, after, long ago, then, past and present.</p>	<p>Animal safari</p> <p>Animals names from farm, safari, rainforest, artic.</p> <p>Animal babies, habitats, diet—carnivore, herbivore, omnivore.</p>
<p>Marvellous Machines</p> <p>Before, after, long ago, then, past and present.</p> <p>Transport—bus, car train etc. Electronics devises—washing machine, Hoover, televisions etc. Toys—spinning tops, plop into top toys etc, iPad, game boys etc.</p>	<p>Ready stead grow</p> <p>Little, big, short, long, grow, plant, seasons, tall, bloom, hot, cold, water, sun, soil, pot, seed, bulb, watering can, fork, spade, hoe, rack</p>	<p>On the beach</p> <p>Clear, blue, sky, salt sea, shark, whale, mermaid, sealion, seagull, dolphin crab, dogfish, catfish.</p> <p>Splash, splash, damp, splosh, seaweed, Hermit crab, anemone, bristle worm, rock pool, shell, storm, paper cup, ice cream tub, friend, sea, whelk shell.</p>
<p>We're going on a bear hunt</p> <p>Stumble, trip, tiptoe, squelch, swishy grass snowstorm, cave, Bear, scared, frightened, prepositional language.</p>	<p>The gingerbread man</p> <p>Character names—little old man, little old woman, boy, girl, cockerel, pig, cow, horse, dog, cat, fox.</p> <p>Oven, baked, gingerbread man, fast, slow, sly, happy, scared.</p>	<p>Where the wild things are</p> <p>Mischief, wild, hang, tumble, private, sail, almost, rare, terrible, gnash, roll, still, tame, stare, blink, frighten, rumpus.</p>
<p>Santa comes to Leicester</p> <p>Santa, Leicester, clock tower</p> <p>Presents, chimney, sleigh, reindeer, red nose, winter, snow, fog, roof, fly, clouds, North Pole, work-shop, wrapping, elves.</p>	<p>Cinderella</p> <p>Characters names—Cinderella , ugly sisters, fairy god mother, prince, Step mother</p> <p>Coach, invitation, horse, glass slipper, clock, chime, door man, wand, pumpkin, 12 o'clock.</p>	<p>Trip recount</p> <p>Animals—cow, sheep, horse, pig, chicken, rabbit,</p>
	<p>The enormous turnip</p> <p>Character names—the man, the wife, boy, girl, dog, cat, mouse.</p> <p>Little, big, short, long, grow, plant, seasons, tall, bloom, hot, cold, water, sun, soil, pot, seed, bulb, watering can, fork, spade, hoe, rack, turnip, pull, heave, breakfast, lunch and dinner.</p>	<p>Sharing a shell</p> <p>Character names—crab, brush, fish, gull, blob</p> <p>Hermit crab, anemone, bristle worm, rock pool, shell, storm, paper cup, ice cream tub, friend, sea, whelk shell.</p>
	<p>Leon and Bob</p> <p>Character names—Leon, Bob, dad, mum</p> <p>Imaginary, friend, lonely, sad, excited, happy, together.</p>	<p>What the ladybird heard at the seaside.</p> <p>Clear, blue, sky, salt sea, shark, whale, mermaid, sealion, seagull, dolphin crab, dogfish, catfish.</p> <p>Splash, purr, bark, cunning, plan, campervan, wicked, wig, wailed, knash, splash, snap, shriek, damp, splosh, seaweed.</p>

### Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	<p>Discuss different properties e.g. waterproof, strong, weak, hard and soft.</p> <p>Changes in the season and developing weather vocabulary (e.g. windy, rainy, showering, foggy, frosty, sunny) and discussing what the season it is.</p> <p>Discuss different properties e.g. waterproof, strong, weak, hard and soft.</p>
Geography	Discussion about where we live support Year 1 in Bright lights big city topic.
Art	Discuss the art work and begin to have an opinion on it—Famous artist (Pier Mondrian and Vincent Van Gogh)

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
<p>Playout whole stories using puppets and role play using talk to direct and guide others.</p> <p>Be confident to start conversations and discuss stories/ideas/ thoughts, providing exploration and reasoning.</p> <p>Liston to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own.</p> <p>Independently ask questions to find out more and check their own understanding.</p> <p>Listens carefully for more than 20 minutes.</p> <p>Sing and perform different songs.</p> <p>Engage in a back and forth conversation regarding a shared idea or subject.</p> <p>Confidently using talking partners effectively.</p>	<p>T4W units / revisit learning / learning wall / school rules— good looking, good listening, good sitting / class discussion from visits and trips / role play / small world / use of props or real objects / oracy display.</p> <div> <div>Character Traits</div> <div> <div>Curiosity</div> <div>Articulate</div> </div> <div> <div>Resilient</div> <div>Respectful</div> </div> <div> <div>Ambitious</div> </div> <div> <div>Kind</div> </div> </div>	<p>Role play opportunities — Kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area.</p> <p>Santa visit.</p> <p>Story sacks</p> <p>Trips—Farm, traveling toy box</p> <p>Visitors (cls Toys and Past and present / library services )</p> <p>Hook sessions within T4W—adult dressing up, imaginary friends, the three little pigs visit.</p>	<p>Leon and Bob—diversity in characters.</p> <p>No outsiders—Moma, mummy and me—Author.</p> <p>Visual aids—showing a range or ability, race and culture.</p> <p>Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.</p> <p>Culture dances with related music.</p> <p>Access to a variety of different musical instruments., like African drums, etc.</p>