

## English in the Early Years- Reception

Term Topic	Area of Learning	Concept		
		Fluency	Expression	Comprehension
<b>Reception Autumn 1</b>  <b>Family</b>	CL	<ul style="list-style-type: none"> <li>-Engage in conversations with adults and children.</li> <li>-Develop social phrases and use polite expressions, such as please and thank you.</li> <li>-Know their class name and the names of their teacher and TA.</li> <li>-Express a wide range of feelings orally, and talk about their own experiences.</li> <li>-Describe events in some detail, e.g. a family celebration.</li> <li>-There are many names that various family members go by in English. For example, a grandmother can be called: Grandma, Grandmother, Nana, Granny etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>-Use the regular and some irregular past tense verbs to describe events or actions that occurred in the past.</li> <li>-Learn conjunctions and use them to connect one idea or action to another.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Listen to sounds in the environment and identify what they hear.</li> <li>-Respond to questions about how being outside made them feel. For example, 'What did you like best about being outside? Was anything particularly exciting/ calming for you? Why do you think it is good to be outside and with nature?'</li> <li>-Learn to ask and answer questions.</li> <li>-Understand 'why' questions.</li> <li>-Answer why questions about current situations and past events.</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Develop their confidence in talking to new members of staff.</li> <li>-Communicate freely about their own home and community.</li> </ul>		
	PD	<ul style="list-style-type: none"> <li>-Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>		
	L	<ul style="list-style-type: none"> <li>-Listen to books being read aloud and join in with repetitive language.</li> <li>-Recognise their name within the environment and use this locate where to hang their coat/ bag etc.</li> <li>-Writing can be done for different purposes.</li> </ul>		<ul style="list-style-type: none"> <li>-Explore personal connections with books, understanding and empathising with characters.</li> <li>-An author writes books, plays, stories, or other written works.</li> <li>-An illustrator is an artist who makes illustrations for books or other written works.</li> </ul>

		-Type using a keyboard or touch-screen technology.		-Recipes include: title, what you need, ingredients, method, numbered instructions. -Emails are an internet service that allow people who have an e-mail address to send and receive electronic letters. -Learn how to find out information from non-fiction texts. -Invitations need to include the information about the event: when, where, time, who it is from.
	UW			-Draw information from a simple map. -Find answers to some simple questions about the past from sources of information. For example, asking an elderly relative about their experiences as a child.
	EAD	-Comment on their own and other's creative work, explaining what they like about it.	-Learn the 'Hello Song'. -Learn the nursery rhyme, 'Girls and Boys Come Out to Play.' -Create representations of real-life ideas, events and people through role-play. -Learn the nursery rhyme, 'Diddle, Diddle Dumpling'. -Learn the nursery rhyme, 'These are Grandma's glasses.' -Learn the nursery rhyme, 'My Head.' -Learn variations of the nursery rhyme, 'Finger Family.' Include families with same sex/ single parents.	
<b>Reception Autumn 2 Changes</b>	CL	-Learn expressions for agreeing and disagreeing. -Create a story map and use this to retell a book in the correct sequence including detailed information about each setting.	-Vocal timbre is the quality or dynamic tone of your voice while describing specific details. We use vocal timbre to deliver different emotions in the content like sadness, happiness, anger, or excitement. -Voice modulation is the rise and fall of a reader's voice. This can add meaning to a sentence, object, or character. -A preposition is a word that tells you where or when something is in relation to something else. -Examples of prepositions include words like after, before, on, under, inside and outside. -Learn the tongue twister, 'Whether the Weather'.	-Learn to distinguish between facts and opinions. -Opinions tell us what someone thinks or believes. An opinion has no proof and can change from person to person. -Recall the settings and main events from a story. -Make predictions about what will happen in a book using their prior knowledge of stories, traditional tales and rhymes.

		<ul style="list-style-type: none"> <li>-Learn negation words and how to respond to questions which require negatives.</li> <li>-Present Tense – don't/do not, doesn't/does not, can't/cannot, isn't/is not, wouldn't/would not.</li> <li>-Past Tense and Future Tense – won't/will not, wasn't/was not, weren't/were not, didn't/did not.</li> <li>-A sentence is a set of words that makes up a complete thought.</li> <li>-A sentence contains a subject and a verb.</li> <li>-A verb is a word used to describe an action, state or occurrence.</li> </ul>	
	PSED		<ul style="list-style-type: none"> <li>-Persevere in carrying out a chosen activity. Know when and how to ask for support if they find the activity challenging.</li> <li>-All people have the right to an opinion and for it to be listened to and taken seriously.</li> <li>-Understand different points of view and learn how to challenge their own and others' thinking.</li> </ul>
	PD	<ul style="list-style-type: none"> <li>-Explore mark-making using a variety of tools.</li> <li>-Develop hand eye coordination in fine and gross motor activities.</li> </ul>	
	L	<ul style="list-style-type: none"> <li>-Follow a story map to retell a story in the correct sequence including language from the text.</li> <li>-Children to create texts to communicate meaning using their developing phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Retell or re-enact familiar stories using their imagination.</li> <li>-Transfer a storyline they know to a new setting or include different characters.</li> <li>-Listen with enjoyment to the poem, 'The Night Before Christmas'.</li> <li>-Use dialogic shared reading experiences to involve children in critical engagement with characters and plots in stories.</li> <li>-A list is a series of names, numbers, or things placed one after another in a written form.</li> <li>-Show an understanding of both the decodable books they can read accurately and books they listen to by making inferences on the basis of what is being said and done.</li> <li>-Draw on what they already know or on background information and vocabulary provided by the teacher to make accurate inferences about a book.</li> <li>-Letters are used when you need to communicate a lot of information.</li> <li>-Know that there are many types of informal letters, e.g. to mark a special occasion or a letter sending congratulations on the birth of a new baby.</li> <li>-Letters need to include: a greeting, who the</li> </ul>

				<p>letter is for, details, 'from' and the sender's name.</p> <p>-Cards have: a front cover, a greeting, who the card is for, a message, 'from' and the sender's name.</p>
	UW	<p>-Use what they have observed in addition to their own ideas to suggest answers to questions.</p> <p>-Describe the texture of materials using appropriate adjectives.</p>		<p>-Understand the postal system in the UK, including delivery, envelopes and stamps.</p>
	EAD	<p>-Explain what they like about the works of others.</p> <p>-Use a variety of tools including pencils, crayons, pastels, felt tips, chalk and other dry media to represent objects in lines.</p>	<p>-Learn the nursery rhyme, 'It's raining, it's pouring.'</p> <p>-Learn the nursery rhyme, 'Here We Go Round The Mulberry Bush'.</p> <p>-Learn the nursery rhyme, 'The North Wind Doth Blow.'</p>	
<b>Reception Spring 1</b>  <b>Healthy Living</b>	CL	<p>-Speak in longer sentences using time connectives when discussing events in order. For example, how to clean their teeth (first, next, then, finally etc).</p> <p>-Children to learn emotional vocabulary to describe their feelings – calm, content, frustrated, annoyed etc.</p> <p>-Learn the appropriate vocabulary to describe people with disabilities, e.g. wheelchair user, diversity, disability, impairment, learning disability.</p> <p>-Listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>-Time connectives make it easy for us to understand the order of when something happened.</p> <p>-A simile compares two things using the words 'like' or 'as'.</p> <p>-A simile is a useful way to describe something without using a long list of adjectives.</p> <p>-Learn the tongue twister, 'Peter Piper'.</p>	<p>-Listen with enjoyment to audio books. Operate a digital device in order to select and play an audio book.</p> <p>-Active listening means giving a speaker your full attention and trying to understand the complete message.</p> <p>-Signs of active listening can be verbal or non-verbal. They include: positive reinforcement; remembering; asking questions; smiling and nodding; staying focused.</p>
	PSED	<p>-Understand the vocabulary for negotiating and problem solving in social situations.</p>		
	L	<p>-Shopping lists can be typed onto a digital device (online shopping or mobile phone notes) or handwritten.</p>	<p>-Understand some riddles or jokes and appreciate them. Begin to recall familiar jokes and retell them to their peers.</p>	<p>-Recall the features of a letter, learn the correct terminology to describe the features (address, salutation, body of text, closing and signature).</p> <p>-Learn the features of instruction writing i.e. a clear layout, a 'you will need' list which explains what tools you require and numbered points.</p>

				<p>-The features of a poster are: the art is related to the message; the most important message is emphasised by size or colour and there is an attention-grabbing picture.</p> <p>-Identify and discuss differences between fact and fiction.</p> <p>-Find answers, exploring how to use the index and alphabetical order.</p> <p>-Analyse how information texts work, particularly non-chronological reports, focusing on layout.</p> <p>-Use glossaries to find definitions of words from reading.</p> <p>-A list connects words, items or names together in a meaningful way.</p> <p>-Practical or factual lists (like a shopping list or a to-do list) are usually written vertically. They can often be shown using numbers, letters or bullet points. The information is presented in a way that is easy to understand.</p> <p>-A cookbook is a book with a variety of recipes in it.</p> <p>-The recipes consist of the description of the steps to follow to prepare a meal, also including the ingredients that are needed.</p> <p>-Identify a contents page and use this to find the right page to answer simple questions.</p>
	UW	-Use geographical vocabulary to refer to key physical features, including; beach, cliff, coast, sea, ocean etc.		<p>-A <i>post person</i> is required to deliver letters, parcels, and cards to businesses and homes.</p> <p>-Stamps are small, sticky labels sold by postal services. They are also called postage stamps. People buy stamps as a way to pay for the service of mailing a letter or package.</p>
	EAD	-Discuss likes and dislikes about the artwork which is explored.	<p>-Learn the nursery rhyme, 'Johnny Johnny, Yes Papa.'</p> <p>-Learn the song, 'This is the way we brush our teeth'.</p> <p>-Learn the nursery rhyme, 'Rub-a-dub-dub.'</p> <p>-Learn the nursery rhyme, 'One Potato, Two Potato.'</p>	

			-Explore careers through role play and experience what it is like to perform certain tasks.	
<b>Reception Spring 2</b>  <b>Tales from around the World</b>	CL	<ul style="list-style-type: none"> <li>-Recognise rhymes and become sensitive to the sounds and rhymes in words.</li> <li>-Enunciate words and sounds clearly when retelling rhymes or joining in with predictable phrases in stories.</li> <li>-Develop vocabulary to make comparisons.</li> <li>-Sort and classify animals by their suitability to be a pet. Speak in full sentences using because and give a reason to justify their decision.</li> <li>-Learn how to use language for negotiating with other children. Use this independently during play, 'May I..., Please can I..., Would it be alright if...?'</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the nursery rhyme, 'I always eat my peas with honey'.</li> <li>-Storytelling is retelling a tale to one or more listeners through voice and gestures.</li> <li>-Listening, speaking, imagining and acting are all skills that help you tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>-In Africa there is a long tradition of storytelling.</li> <li>-The trickster tales are found in many cultures in Africa. Trickster tales usually involve a weaker animal using its wits to get the better of a stronger one. Trickster tales also use animals to help people understand human nature and human behaviour.</li> <li>-Develop familiarity with traditional and modern stories. Recognise and join in with predictable phrases.</li> <li>-Recognise similarities and differences in modern versions of traditional tales.</li> <li>-A Venn diagram is a method used to sort items into groups.</li> <li>-Listen with enjoyment and recite a stanza of William Blake's poem, 'The Tyger'.</li> <li>-William Blake was a poet and painter who was born in London.</li> <li>-A person who writes a poem is called a poet.</li> <li>-The Ugly Duckling is a fairy tale originally written by Hans Christian Andersen.</li> <li>-Invite a visitor to school of Chinese descent to talk about their experience of living in China. Listen attentively and with interest to the visitor.</li> <li>-Listen to a primary historical source talking about their experience in order to gain an in-depth understanding of things that have happened in the past from the point of view of people who lived through them.</li> </ul>
	PSED			<ul style="list-style-type: none"> <li>-A moral is the lesson that a story teaches you.</li> <li>-Moral: Do not jump to conclusions without all the facts. Do not judge people on their appearance.</li> <li>-Discuss the phrase, 'It matters not whether you win or lose, but how you play the game.'</li> <li>-Moral: You shouldn't discriminate against others or judge people by their physical appearance.</li> </ul>

				-Discuss the saying, 'sticks and stones may break my bones, but words can never hurt me.'
L	<ul style="list-style-type: none"> <li>-Select and use appropriate adjectives to describe a character in their writing.</li> <li>-Write and recite their own poetry.</li> <li>-Write their own version of folktale.</li> </ul>	<ul style="list-style-type: none"> <li>-Re-tell an African folktale in their own words describing the setting, problem, trick, solution and moral.</li> <li>-Recognise feelings and emotions within folktales that are common to universal humanity.</li> </ul>		<ul style="list-style-type: none"> <li>-The Princess and the Pea is a fairy tale by Hans Christian Andersen.</li> <li>-A fairy tale is a magical story for children. A story does not have to include any fairies to be considered a fairy tale. Fairy tales are typically full of magic spells, princesses, talking animals, evil queens, witches, etc.</li> <li>-Recognise the features of a fairy tale and name some familiar fairy tales.</li> <li>-Recognise the features of a folktale.</li> <li>-A character description is a type of writing that gives the reader information about a character. This information might be related to the character's visual appearance or personality.</li> <li>-A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader.</li> <li>-Many poems have words or phrases that sound good together when they are read aloud. Some poems rhyme, have rhythm or repetition. A poem does not have to rhyme.</li> <li>-A diary is a piece of writing that retells an event or an experience.</li> <li>-The features of recount writing are: written in chronological order, written in the past tense and use time connectives.</li> <li>-Review some of the different types of folktales and classify a tale after reading.</li> <li>-Identify some typical characteristics of a folktale using literary terms such as character, setting, and plot.</li> </ul>
UW				-Follow a recipe to prepare a traditional Chinese fish soup (Check for allergies/ dietary requirements – if necessary some pupils will follow a recipe to prepare vegetable soup).
EAD			-Learn the nursery rhyme, 'Mr Sun.'	

			<ul style="list-style-type: none"> <li>-Learn the nursery rhyme, 'Miss Polly had a Dolly.'</li> <li>-Learn the song, 'Down in the Jungle.'</li> <li>-Develop storylines in their pretend play through the use of masks and props.</li> <li>-Explore emotions through role-play, discussing characters feelings at different parts of the book and in response to events.</li> <li>-Learn the nursery rhyme, '6 little ducks that I once knew.'</li> </ul>	
<b>Reception Summer 1</b>  <b>The Environment</b>	CL	<ul style="list-style-type: none"> <li>-Describe images using adjectives and prepositions.</li> <li>-Generate questions using the words, what, when, how and why to find out information.</li> <li>-Use simple scientific language to communicate ideas and name phenomena.</li> <li>-Learn the language to reason and persuade e.g. 'I think...because...'</li> <li>-Use this language when justifying their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>-Join in with imaginative play taking on the role of different familiar characters.</li> <li>-Discuss and explore a character's motivation through questioning (e.g., hot seating).</li> <li>-Use vocabulary which is appropriate to the role, context and theme during role-play and class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively to a blog about the ocean and respond with relevant comments or questions.</li> <li>-Suggest possible hypotheses, apply imagination to their thinking, and to look for alternative explanations and ideas through philosophical discussion. For example, 'Can something be alive and not alive? Does a raindrop die when it hits the ground? Can something be alive if it's not real?'</li> <li>-Recognise objects, characters and animals from a description.</li> <li>-Listen with interest to the poem, 'Who Has Seen The Wind?'</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Greeting cards are sent, with the greeting, 'Eid Mubarak'.</li> </ul>		<ul style="list-style-type: none"> <li>-Information can be retrieved from computers, tablets and smartphones. Know to tell an adult if what they see makes them feel worried.</li> </ul>
	L	<ul style="list-style-type: none"> <li>-Write a comment about what they have read in a full sentence.</li> <li>-Write full sentences which can be read by themselves and others.</li> <li>-Create their own simple information texts, using what they have learned about and are interested in.</li> <li>-Rehearse orally composing sentences before writing them down.</li> </ul>	<ul style="list-style-type: none"> <li>-A sentence is not the same as a line of writing, even though it might take up a complete line.</li> <li>-A sentence needs a capital letter to start and a full stop to end.</li> <li>-Understand and empathise with characters in high-quality children's books.</li> </ul>	<ul style="list-style-type: none"> <li>-A blog is a website that is like a diary. A post is a single piece of writing on the blog by the writer.</li> <li>-A person reading the posts on a blog can leave comments, saying what they think about the blog post.</li> <li>-A biography is a text written about someone else's life (usually someone famous).</li> <li>-Biographies help us to learn about history and significant people from the past.</li> <li>-Listen with interest to the facts within a biography and discuss the key information from the text.</li> </ul>



				<ul style="list-style-type: none"> <li>-The features of a thank you letter include: a greeting, why you are thankful (body) and a signature.</li> <li>-Make links between what they read or hear read to their own experiences.</li> <li>-A shape poem is a poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.</li> </ul>
	UW			<ul style="list-style-type: none"> <li>-Use a range of sources of information including ICT.</li> <li>-Find out about the environment by talking to people, examining photographs and simple maps.</li> <li>-Use a range of sources to find out more information about animal homes (e.g., non-fiction books and the internet).</li> </ul>
	EAD		<ul style="list-style-type: none"> <li>-Learn the nursery rhyme, 'I had a little turtle.'</li> <li>-Learn the nursery rhyme, 'Clap your hands and wiggle your fingers.'</li> <li>-Learn the nursery rhyme, 'I am a Little Teapot.'</li> <li>-Learn the nursery rhyme, 'Ring a Ring O'Roses'.</li> </ul>	
<b>Reception Summer 2</b>  <b>Mini-Beasts and Habitats</b>	CL	<ul style="list-style-type: none"> <li>-Describe the characteristics of different animals, e.g. stripy/ smooth or their behaviour, e.g. dangerous/ poisonous.</li> <li>-Identify that rhyming words have the same spelling patterns, including letters, digraphs or trigraphs.</li> <li>-Sort and match objects into rhyming groups and find the odd one out in a set based on the rhyme at the end of the word.</li> <li>-Use comparative adjectives (bigger/ smaller) and superlative adjectives (largest/prettiest) to describe the similarities and differences between reception and year 1.</li> </ul>	<ul style="list-style-type: none"> <li>-Adverbs explain a bit more about the activity being described.</li> <li>-Use adverbs in everyday situations to describe how someone is doing something.</li> <li>-Adverbs often end in 'ly' (e.g. happily, playfully, slowly, gently, loudly).</li> <li>-Extend their vocabulary associated with imagination and role-play using masks as props to support their play.</li> </ul>	<ul style="list-style-type: none"> <li>-Authors use repetition to make stories more engaging.</li> <li>-Repeating a word or phrase in a sentence can emphasise a point, or help to make sure it is fully understood.</li> <li>-Identify repetition in well-known stories (e.g. Eric Carl books, Traditional Tales etc).</li> <li>-Explore artefacts, discussing what they see. Listen to information carefully to gain a deeper understanding of symbolism in African art (masks).</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Learn the name of their new class, teacher and TA.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that perseverance is important when you are learning something new.</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in philosophical discussion based on the phrase, 'If at first you don't succeed, try, try again.'</li> </ul>

				-Make links between the phrase and a range of situations (e.g. Insy Winsy Spider trying to climb up the water spout).
	PD			
	L	<ul style="list-style-type: none"> <li>-Extend their writing to more than one sentence.</li> <li>-Add adjectives to a sentence to give more information (e.g., The appearance/size of a ladybird at each stage of the lifecycle).</li> <li>-Write their own version of a well-known story, writing in full sentences.</li> <li>-Read a range of non-chronological reports to gain more knowledge about a subject.</li> <li>-Write a non-chronological report about a minibeast using some features of the genre (diagrams with labels, captions under each picture and a fact box).</li> <li>-Write instructions for how to make a bee hotel or watering station.</li> <li>-Write an invitation letter applying their phonics knowledge and using full sentences.</li> <li>-Write a fact file about themselves to give to their new teacher to tell them about their interests.</li> </ul>	<ul style="list-style-type: none"> <li>-Find the adjective in a sentence.</li> <li>-Tell their own versions of well-known stories using connectives to link their ideas e.g., once, who, one day, first, next, after that, unfortunately, luckily, so, finally.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the features of a non-chronological report.</li> <li>-Instructions usually provide guidance on how to achieve something. They are usually written in list form, and are in chronological order.</li> <li>-Recall the features of an invitation letter (greeting, body and signature, date/ time and location).</li> <li>-Learn that fact files about humans include: full name, date of birth, place of birth, information about the person including their appearance/ interests.</li> </ul>
	UW	<ul style="list-style-type: none"> <li>-Use key terms for talking about the past, e.g. yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger.</li> </ul>		<ul style="list-style-type: none"> <li>-Research invertebrates using the internet or non-fiction texts.</li> </ul>
	EAD	<ul style="list-style-type: none"> <li>-Develop critical thinking by talking about changes they have made during the making process. Evaluate what went well or not so well and why that may have been.</li> <li>-Produce lines of different thickness and tone using pencil.</li> </ul>	<ul style="list-style-type: none"> <li>-Eric Carle used paper collage to illustrate his books. He painted onto tissue paper and then cut the paper into shapes to use in a collage.</li> <li>-Learn the nursery rhyme, 'Ladybird, Ladybird, Fly Away Home.'</li> <li>-Invent their own narratives working collaboratively with their peers to take on the role of different characters.</li> <li>-Use vocabulary linked to stories in their role-play.</li> </ul>	

			<ul style="list-style-type: none"><li>-Learn the nursery rhyme, 'Little Miss Muffet'.</li><li>-Learn the nursery rhyme, 'Insy Winsy Spider'.</li><li>-Learn the nursery rhyme, 'Here is the Beehive, where are the Bees?'</li><li>-Learn the nursery rhyme, 'There's a Worm at the Bottom of my Garden.'</li></ul>	
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