



Communication and Language

Autumn 1 – If you Go Down to the Woods Today...

Listening, Attention and Understanding

Speaking

All pupils will be screened using the Nuffield English Language Intervention Language Screen. Those who flag up as working way below average will take part in the NELI 20-week Intervention

See also Literacy Coverage; Comprehension

Children will learn how to listen carefully and why listening is important. Pupils will learn what makes a good listener by following the class rules for listening. Good sitting, good looking, good listening and good turn taking will be explicitly taught through Social Circle activities such as ring games, action songs and speaking and listening games.

Good sitting- pupils will;

- focus attention
- take turns

Good looking- pupils will;

- focus their attention onto a speaker
- develop essential communication skills
- demonstrate social respects and interest

Good listening- pupils will;

- listening attentively to spoken language
- demonstrate social respect and interest
- develops their understanding of language

Good turn taking

- develop essential social and communication skills
- develop conversational skills
- develop an awareness of others
- strengthen relationships with peers

These skills will be revisited and reinforced throughout the year.

Pupils will hear a range of texts and stories, from the Reception Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupil development of vocabulary and language structures.

Pupils will enjoy listening and respond to following key text linked to the topic 'If you go Down to the Woods Today'

- Goldilocks and the Three Bears

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use Goldilocks and the Three Bears role play masks to develop their pretend play skills and spark storytelling ideas.

Pupils will visit a local woodland. They will describe items found in the woods. They will be prompted by being asked; What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? Upon their return to school, they will talk about their experience in detail, sequencing key events from their trip.

Pupils will sequence key events from Goldilocks and the Three Bears. Children will retell this story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;

- afraid
- greedy
- delicious
- tasty



Puppets, soft toys, and real objects will be used as props to support understanding of the story

Pupils will listen to stories set in a woodland environment being read at story times, such as;

- The Gruffalo- *Julia Donaldson*
- Little Red Riding Hood- *Traditional Tail*
- The Foggy Foggy Forest- *Nick Sharatt*
- Percy the Park Keeper- *Nick Butterworth*

Pupils will learn the song 'When Goldilocks Went to the House of the Bears' to support their understanding the key story 'Goldilocks and the Three Bears'

Pupils will play listening games to develop their ability to tune into sounds. They will sit in a circle with one child blindfolded in the middle. The blindfolded child will say 'Who's been eating my porridge?' and the chosen child will respond 'It is only me, Goldilocks' in a disguised voice. The blindfolded child will guess who was speaking.

Pupils will develop their attention skills by play 'What's Missing?'. They guess what is missing from a selection of Goldilocks story items, such as different sized bowls, spoons, bears etc.

Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on objects which are known to them, but are not necessarily visible at time of questioning. These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example;

- What happened?
- Who/what/where is ____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions: E.g., Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

- huge
- sneaky
- curious
- dark
- tiny

This vocabulary will be used across a range of different contexts and revisited through the year.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall



Communication and Language

Autumn 2- It was a Dark, Dark Night

Listening, Attention and Understanding

See also Literacy Coverage; Comprehension

The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.

Pupils will enjoy listening and respond to following key text linked to the topic 'It was a Dark, Dark Night';

- Meg and Mog- *Helen Nicoll and Jan Pienkowski*
- Room on the Broom- *Julia Donaldson*

Puppets, soft toys, and real objects will be used as props to support understanding of the story

Pupils will learn the following songs to support their understanding of the story Meg and Mog;

- The Wrong Spell
- Meg's Song
- Now it's Time to Make a Spell

Pupils will compare 'Meg and Mog' with different witch themed stories such as;

- Room on the Broom- *Julia Donaldson and Axel Scheffler*
- Winnie the Witch- *Valerie Thomas and Korky Paul*

Pupils will hear the texts being read fluently without interruption.

Pupils will be asked a range of questions based on level 2 and level 3 of Blank's Levels of Questioning.

Level 2 Questions

These questions will focus on objects which are known to them, but are not necessarily visible at time of questioning.

These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example;

- What happened?

Speaking

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills. Pupils will explore firework pictures as stimulus to develop descriptive language.

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use props, such as cauldrons, wands, spiders, frogs, bats, rats/ mice, bugs, beetles. hats, cloaks and brooms to develop their pretend play skills and spark storytelling ideas.

Pupils will be provided with sentence starters to support their ability to articulate their ideas and thoughts in well-formed sentences. For example, "Meg put in...." when talking about Meg making a magic potion in the story. Children will then use this sentence starter to create their own magic potion.

Pupils will sequence the story 'Meg and Mog' using sequential language - for example: first, next, after that, then, at the end.

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;

- shriek
- zoom
- scared
- magical
- sparkle
- disappear



- Who/what/where is ____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions: E.g., Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

Level 3 Questions

These questions are not about direct objects. The answers require pupils to use their own knowledge and higher order thinking. Pupils will make basic predictions, assume the role of another or make generalisations. For example;

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could they say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Pupils will visit Forest School and listen to stories around the camp fire.

A member of the local Hindu community (parent/ staff member/ friend of the school) will be invited into school to talk about their experience of celebrating Diwali.

Pupils will visit our partner school to watch their Nativity performance and learn about celebrating Christmas.

- bright
- glow
- precious
- glad

This vocabulary will be used across a range of different contexts.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils who celebrate Diwali, Bonfire Night and Christmas will be invited to talk about their experiences.

Pupils will explore a range of artefacts such as a Diva Lamps, a pumpkin, a Christmas bauble. They will be prompted to talk about the objects by being asked; What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like?



Communication and Language

Spring 1- Go Wild!

Listening, Attention and Understanding

See also Literacy Coverage; Comprehension

The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.

Pupils will enjoy listening and respond to following key text linked to the topic 'Go Wild!'

- Handa's Surprise- Eileen Browne
- Dear Zoo- Rod Campbell

Pupils will hear the texts being read fluently without interruption.

Puppets, soft toys, and real objects will be used as props to support understanding of stories and develop vocabulary

Pupils will learn the following songs to support their understanding of the story Dear Zoo;

- Will the Zoo Send me a Pet?
- So the Zoo Sent me a Pet
- The Busy Animals in the Zoo
- Feed the Zoo Animals

Pupils will listen and compare other stories about Handa, such as Handa's Hen and Handa's Noisy Night. Pupils will also compare other stories that are set in Africa, such as 'Were Going on a Lion Hunt' by David Axtall.

Pupils will be asked a range of questions based on level 2 and level 3 of Blank's Levels of Questioning.

Level 2 Questions

These questions will focus on objects which are known to them, but are not necessarily visible at time of questioning.

These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example;

- What happened?

Speaking

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.

Pupils will explore wild animals. Zoo Lab will be invited into school to give children the opportunity to experience a number of real wild animals. Pupils will talk about their experiences and describe the animals.

Pupils will learn the Makaton signs for each animal in the story Dear Zoo. They will then learn the Makaton signs to describe each animal (e.g. fierce, scary, grumpy, tall, big, jumpy, naughty and perfect). They will use these signs to support their ability to orally retell the story.

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use props, such as fruit, a basket, small word animal characters/ animal masks/ puppets to develop their pretend play skills and spark storytelling ideas.

Pupils will be provided with sentence starters to support their ability to articulate their ideas and thoughts in well-formed sentences. For example, "It was too...." when talking animals from the story Dear Zoo and describing their own animals.

Pupils will develop their ability to articulate their ideas and thoughts in well-formed sentences. They will connect one idea or action to another using a range of connectives. They will be provided with model sentences to support their ability to do so. For example; "The orange is _____ and _____" "I liked the _____ because _____"

Pupils will sequence the story 'Handa's Surprise' using sequential language - for example: first, next, after that, then, at the end.



- Who/what/where is ____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions: E.g., Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

Level 3 Questions

These questions are not about direct objects. The answers require pupils to use their own knowledge and higher order thinking. Pupils will make basic predictions, assume the role of another or make generalisations. For example;

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could they say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Pupils will play a 'Who am I?' game and guess a hidden animal by listening to detailed descriptions.

Pupils will explore and talk about, the fruit from the story Handa's Surprise. They will have the opportunity to taste, smell and feel the fruit. They will be prompted to talk about the fruit by being asked; What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;

- surprise
- round
- juicy
- fresh
- bumpy
- soft
- spikey
- grumpy
- fierce
- perfect

This vocabulary will be used across a range of different contexts.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out



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| | <ul style="list-style-type: none">• Song: use a song or rap• Word wall: put the word onto a word wall |
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Communication and Language
Spring 2- Farmyard Hullabaloo

Listening, Attention and Understanding

See also Literacy Coverage; Comprehension

The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.

Pupils will enjoy listening and respond to following key texts linked to the topic 'Farmyard Hullabaloo'

- Mrs Wishy Washy- Joe Cowley
- Little Red Hen- Brenda Parkes

Pupils will hear the texts being read fluently without interruption.

Puppets, soft toys, and real objects will be used as props to support understanding of stories and develop vocabulary

Pupils will listen to and follow instructions to make bread

Pupils will listen to the story The Little Red Hen and hold up the correct picture whenever that character is mentioned.

Pupils will listen to a selection of stories which are set on a farm. This will support them to develop a deep familiarity with new knowledge and vocabulary.

Pupils will play a listening game where one child is blindfolded in the middle of a circle. The children in the circle will take it in turns to say, 'It's only me the Little Red Hen/sleepy cat/lazy dog/noisy duck,' in appropriate squeaky or gruff voices.

The blindfolded child will guess who was speaking/where in the room the child was.

Pupils will play a listening and attention game where they will place a number of items from the Little Red Hen story on a tray and cover with a blanket. The adult will ask the children to guess how many are there, then double check by counting. The adult will remove one of the objects and children will say which one has been removed. This game will also be played using a range of farm animal small world figures.

Pupils will be asked a range of questions based on level 3 of Blank's Levels of Questioning

Speaking

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.

Pupils will explore farm animals. Pupils will have the opportunity to visit a working farm and experience a number of farm animals. Pupils will talk about their experiences and describe the animals and the role of a farmer.

Pupils will explore different types of bread, such as loaf, baguette, bagel, naan etc. They will have the opportunity to taste, smell and feel the bread. They will be prompted to talk about the different breads by being asked; What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like? Pupils will be encouraged to express their likes and dislikes.

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use props, such as a bowl, a baking trays, an oven glove and a measuring jug to develop their pretend play skills and spark storytelling ideas.

Pupils will explore the character of Mrs Wishy Washy. They will think about how she feels when she discovers the muddy animals (cross, angry, mad, disappointed etc). They will explore how she would speak to the animals, for example; what she would say and what voice she would use.

Pupils will play a 'Who am I?' game and give detailed descriptions of animals for others to guess.

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;



Level 3 Questions

These questions are not about direct objects. The answers require pupils to use their own knowledge and higher order thinking. Pupils will make basic predictions, assume the role of another or make generalisations. For example;

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could they say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Pupils will learn the song, 'Baking Bread' to support their understanding of the break making process.

Pupils will learn the song, 'Old McDonald Had a Farm' to support their understanding of animals which live on a farm.

Pupils will listen to and then learn the song 'Hickety Pickety My Red Hen'. They will use classroom percussion instruments to make the sounds of the eggs hatching.

Pupils will play a 'Who am I?' game and guess a hidden farm animal by listening to detailed descriptions.

- muddy
- soapy
- cross
- dirty
- selfish
- lazy
- gentle
- clean
- slippery

This vocabulary will be used across a range of different contexts.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall



Communication and Language

Summer 1 – Robot Rumpus

Listening, Attention and Understanding

See also Literacy Coverage; Comprehension

The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced.

Pupils will enjoy listening and respond to following key text linked to the topic 'Robot Rumpus'

- Robot Rumpus- *Sean Taylor*
- Ten Little Robots- *Mike Brownlow*

Pupils will hear the texts being read fluently without interruption.

Puppets, soft toys, and real objects will be used as props to support understanding of stories and develop vocabulary

Pupils will learn the song 'Robot Action Song' to support their understanding of vocabulary around the topic of Robot Rumpus

Pupils will be asked a range of questions based on level 3/4 of Blank's Levels of Questioning.

Level 3 Questions

These questions are not about direct objects. The answers require pupils to use their own knowledge and higher order thinking. Pupils will make basic predictions, assume the role of another or make generalisations. For example;

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could they say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Speaking

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.

Pupils will explore pictures and videos of robots and discuss;

- What is a robot?
- What do they look like?
- How do they move?
- What can/can't they do?

Pupils will design their own robots. They will present their robot to their peers during a show and tell session. They will discuss;

- What is their robot's name?
- What are the likes and dislikes of their robot?
- What can their robot do?
- How do they look after their robot?

Pupils will develop their ability to articulate their ideas and thoughts in well-formed sentences. They will connect one idea or action to another using a range of connectives. They will be provided with model sentences to support their ability to do so. For example; "My robot is _____ and _____" "The robot _____ because _____"

Pupils will explore and talk about metallic objects. They will have the opportunity to observe and feel a range of different metallic items. They will be prompted to talk about the produce by being asked; What colour is it? Where would you find it? What shape is it? What does it look like? What does it feel like? What does it sound like?

Pupils will be introduced to the concept of something being magnetic. They will explore a range of objects and describe them as magnetic or non-magnetic.



Level 4 Questions

These questions are not about direct objects. The answer pupils to use reasoning and draw on past experiences. It requires them to problem solve, predict, and provide explanations.

- What will happen if ____? (Predicting)
- Why did ____? (Justifying cause of event)
- What could ____ do/use? (Solution)
- Why could ____ do that/use that? (Explaining means to goal)
- Why can't we ____? (Explaining obstacle to solution)
- How can we tell ____? (Explaining observation)
- Why is ____ made of ____? (Explaining construction of objects)

A member of the local Islamic community (parent/ staff member/ friend of the school) will be invited into school to talk about their experience of Ramadan and celebrating Eid.

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use props, such as robot masks and costumes, robot small world figures, cooking utensils and cleaning accessories to develop their pretend play skills and spark storytelling ideas.

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of Vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;

- fantastic
- exhausted
- shiny
- flash
- clatter
- crash
- dangerous
- slither
- rough
- smooth

This vocabulary will be used across a range of different contexts.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils will describe familiar events in some detail, taking about their experiences at home and in school, for example a trip to the local Mosque. Pupils will name some of the key features of a Mosque. Those who attend Mosque will talk about what they do when they are there. Pupils will talk about their experiences of Ramadan and Eid.



Communication and Language

Summer 2- Down at the Bottom of the Garden

Listening, Attention and Understanding

See also Literacy Coverage; Comprehension

Pupils will enjoy listening and respond to following key texts linked to the topic 'Down at the Bottom of the Garden'

- Jaspers Beanstalk- Mick Butterworth
- My First book of Garden Bugs- Mike Unwin

Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts.

Pupils will listen to stories about minibeasts being read at story times, such as;

- The Very Hungry Caterpillar- *Eric Carle*
- Mad About Minibeasts! - *Giles Andrea and David Wojtowycz*
- Superworm- *Julia Donaldson*
- Aarghhhh spider! – *Lydia Monk*

Pupils will play the guessing games 'What's in the Box' and 'Describe and Find it'. They will guess the chose minibeast by listening to a range of clues containing descriptive language. e.g., "A stripy minibeast that makes a buzzing sound"

Pupils will play 'What's Missing?' by guess what is missing from a selection of small world minibeasts.

Pupils will sort Minibeasts into categories, such as wings/ no wings, legs/ no legs

Pupils will play a listening game where they sit in a circle with one child blindfolded in the middle. A chosen child will say 'It is only me the spider/ butterfly/ caterpillar/ slug etc' in a disguised voice. The blindfolded child will guess who was speaking.

Pupils will listen carefully and follow instructions to plant their own bean.

Speaking

Pupils will be invited to take part in 'Show and Tell' activities. Adults will act as positive role models and show children things they have brought in from home (e.g., a picture of their pets or favourite animal, a postcard of somewhere they have been, a train ticket etc.) Pupils will be encouraged to do the same and practise good speaking and listening skills.

Pupils will have the opportunity to observe bugs closely. They Pupils will explore a range of minibeasts through the non-fiction text 'My First Book of Garden Bugs' and through going on a minibeast hunt in the outdoor environment. They will develop their ability to talk about minibeasts, describing the colour, size, what it looks like, if it makes a noise or how it moves for example; 'A spider has long legs' or 'A butterfly is colourful.'

Pupils will develop their ability to articulate their ideas and thoughts in well-formed sentences. They will connect one idea or action to another using a range of connectives. They will be provided with model sentences to support their ability to do so. For example; "The spider is ____ and ____" "The spider ____ because ____"

Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. They will use minibeast role play masks to develop their pretend play skills and spark storytelling ideas.

Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work.

Teaching of vocabulary

Pupils will be explicitly taught the following Tier 2 vocabulary and concepts;

- creepy
- enormous
- bored
- slimy
- patient



Pupils will hear a range of texts and stories, from the Reception Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupil development of vocabulary and language structures.

Pupils will learn the following songs to support their understanding of vocabulary relating to the theme 'Down at the Bottom of the Garden';

- Tiny Caterpillar on a Leaf
- Incy Wincy Spider
- Lots of Minibeasts

Pupils will be asked a range of questions based on level 3/4 of Blank's Levels of Questioning.

Level 3 Questions

These questions are not about direct objects. The answers require pupils to use their own knowledge and higher order thinking. Pupils will make basic predictions, assume the role of another or make generalisations. For example;

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could they say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Level 4 Questions

These questions are not about direct objects. The answer pupils to use reasoning and draw on past experiences. It requires them to problem solve, predict, and provide explanations.

- What will happen if ____? (Predicting)
- Why did ____? (Justifying cause of event)
- What could ____ do/use? (Solution)
- Why could ____ do that/use that? (Explaining means to goal)
- Why can't we ____? (Explaining obstacle to solution)
- How can we tell ____? (Explaining observation)
- Why is ____ made of ____? (Explaining construction of objects)

Pupils will attend lower-school assemblies as part of their transition to Year 1. They will **listen** attentively with sustained concentration.

- rough
- smooth
- wiggle

This vocabulary will be used across a range of different contexts.

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils will plant a seed and then sequence the steps needed to grow a plant. They will talk through the steps using 'first', 'next' and 'then'.

Pupils will visit Nell Bank outdoor education centre. They will describe the plants and creatures that they find whilst exploring activities.

Beech Hill School
Reception Communication and Language Coverage

