

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Communication & Language**

Aspect: **Listening, Attention and Understanding**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 	<p>Knowledge and Skills</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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
<p>Attention Levels -</p> <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time 	<p>Attention Levels –</p> <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time Can do 2 things at once for longer periods of time 	<p>Attention Levels –</p> <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time Can do 2 things at once for longer periods of time Can shift attention to listen without need of name being called first 	<p>Attention Levels –</p> <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time Can do 2 things at once for longer periods of time Can shift attention to listen without need of name being called first 	<p>Attention Levels –</p> <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time Can do 2 things at once for longer periods of time Can shift attention to listen without need of name being called first <p>Integrated attention (5 – 6 years) –</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for longer periods IN DIFFERENT PLACES 	<p>Attention Levels –</p> <p>Two-channelled attention (4 – 5 years) -</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for short periods of time Can do 2 things at once for longer periods of time Can shift attention to listen without need of name being called first <p>Integrated attention (5 – 6 years) –</p> <ul style="list-style-type: none"> Beginning to do 2 things at once for longer periods IN DIFFERENT PLACES

Reception Curriculum Coverage & Objective Progression - *Intent*

Area: **Communication & Language**

Aspect: **Speaking**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Express a point of view when they disagree, using words as well as actions Start a conversation Take turns in a conversation Use talk to organise play <p><u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases. 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Express a point of view when they disagree, using words as well as actions Start a conversation Take turns in a conversation Use talk to organise play <p><u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases. 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 their teacher. 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 their teacher. 	<p>Knowledge and Skills <u>Reception</u></p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. <p><u>ELG</u></p> <ul style="list-style-type: none"> 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 their teacher.
<p><u>Level of demands/Questions –</u> Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Sentence completion (You're eating a....) Things that go together (knife and fork) Categorising objects (Show me other green fruits) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) <p>Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Tell a story/event 	<p><u>Level of demands/Questions –</u> Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Sentence completion (You're eating a....) Things that go together (knife and fork) Categorising objects (Show me other green fruits) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) <p>Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Tell a story/event Summarise the story in one sentence 	<p><u>Level of demands/Questions –</u> Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Tell a story/event Summarise the story in one sentence Predict 	<p><u>Level of demands/Questions –</u> Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Tell a story/event Summarise the story in one sentence Predict What does the character say? How does the character feel? 	<p><u>Level of demands/Questions –</u> Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Define a word <p>Blanks level 4 – Justifying – abstract</p> <ul style="list-style-type: none"> Justify a prediction (Why won't ... be happy) Identify the cause (Why are we washing the grapes) 	<p><u>Level of demands/Questions –</u> Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Define a word <p>Blanks level 4 – Justifying – abstract</p> <ul style="list-style-type: none"> Justify a prediction (Why won't ... be happy) Identify the cause (Why are we washing the grapes)