



# Reception Long Term Plan : OUR CL MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>All about me!</b>	<b>Celebrations</b>	<b>To Infinity and Beyond!</b>	<b>The Land Before Time</b>	<b>How does your Garden Grow?</b>	<b>All Around the World</b>
Communication and Language:	<ul style="list-style-type: none"> <li>To understand a question or instruction that has two parts.</li> <li>To understand 'why' questions.</li> <li>To express a viewpoint and to debate when they disagree with an adult or a friend.</li> <li>To start a conversation with an adult or a friend and continue it for many turns.</li> <li>To use talk to organise themselves and their play.</li> <li>To understand how to listen and why listening is important.</li> <li>To begin to engage in story times.</li> <li>To learn new vocabulary.</li> <li>To ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<ul style="list-style-type: none"> <li>To begin developing social phrases.</li> <li>To listen to and talk about stories to build familiarity and understanding.</li> <li>To listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>To learn rhymes, poems and songs.</li> <li>To engage in non-fiction books.</li> <li>To know be able to use the new vocabulary taught in project in discussions and play.</li> <li>To express a viewpoint and to debate when they disagree with an adult or a friend.</li> <li>To be able to connect one idea or action to another using a range of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to articulate their ideas and thoughts in well-formed sentences.</li> <li>To be able to connect one idea or action to another using a range of connectives.</li> <li>To retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>To learn rhymes, poems and songs.</li> <li>To describe events in some detail.</li> <li>To know be able to use the new vocabulary taught in project in discussions and play.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe events in some detail.</li> <li>To be able to use talk to help work out problems and organise thinking and activities.</li> <li>To be able to use talk to explain how things work and why they might happen.</li> <li>To know and be able to use the new vocabulary taught in project in discussions and play.</li> <li>To learn rhymes, poems and songs.</li> <li>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</li> <li>To be able to use talk to help work out problems and organise thinking and activities.</li> <li>To know explain how things work and why they might happen regarding the environment.</li> <li>To make comments about what they have heard and ask questions to clarify their understanding. (ELG)</li> <li>To hold conversation when engaged in exchanges with their teachers and peers. (ELG)</li> <li>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>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. (ELG)</li> <li>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. (ELG)</li> <li>To be able to 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. (ELG)</li> </ul>
Checkpoints	<ul style="list-style-type: none"> <li>Listens carefully at story time and can retain what has been heard and recall key points.</li> <li>Responds to a series of instructions and questions.</li> <li>Contributes relevant comments in discussions.</li> <li>Communicates confidently with adults and peers.</li> <li>Uses talk to communicate needs, news, feelings and ideas.</li> <li>Uses new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Can switch attention from one task to another.</li> <li>Follows complex instructions.</li> <li>Responds to discussion with comments and questions.</li> <li>Enjoys being part of conversations and discussions and uses new vocabulary in context</li> <li>Uses talk in different ways to develop thinking, to collaborate and plan with others and to express ideas.</li> </ul>	Can children confidently demonstrate the ELG skills?		








• Listening, Attention & Understanding

• Speaking





## Reception Long Term Plan : OUR CL LEARNING ACTIVITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 <b>All about me!</b>	 <b>Celebrations</b>	 <b>To Infinity and Beyond</b>	 <b>The Land Before Time</b>	 <b>How does your Garden Grow?</b>	 <b>All Around the World</b>
Communication and Language Educational Programme (EP)	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<ul style="list-style-type: none"> <li>Listening, Attention &amp; Understanding</li> <li>Speaking</li> </ul> 	<p><b>Welcome to EYFS</b>            Settling in activities            Making friends            Develop vocabulary            Welcomm interventions            Children talking about experiences that are familiar to them            Describe yourself            What are your passions / goals / dreams?            Talk about family routines and special occasions            Show an interest in the lives of other people            Follow instructions (settling in, putting my things away)            Model talk routines through the day</p>	<p>Develop vocabulary            Welcomm interventions            What festivals and celebrations have you experienced?            Listening and responding to stories            Following instructions            Takes part in discussions about celebrations            Understand how to listen carefully and why listening is important            Share books that will develop vocabulary</p>	<p>Develop vocabulary            Welcomm interventions            Speak in clear sentences            Ask how &amp; why questions            Retell a story with story language            Remember key points from a story            Ask questions to find out more and to check they understand what has been said            Describe events and simple concepts            Listen to and talk about stories to build familiarity and understanding.            Learn rhymes, poems, songs.</p>	<p>Develop vocabulary            Welcomm interventions            Recite poems and songs            Retell stories using story language and new vocabulary            Listen to and engage in talk about selected non-fiction books            Describe features of dinosaurs and say how they were the same or different            Articulate ideas and thoughts into well-formed sentences when explaining how the world has changed            Ask questions to find out more</p>	<p>Develop vocabulary            Welcomm interventions            Learn and recite, poems and songs            Listen to, engage in and talk about non-fiction            Articulate a life cycle            Describe events in some detail: farm trip, butterfly life cycle            Use taught vocabulary in context when describing and recounting events</p>	<p>Develop vocabulary            Welcomm interventions            Learn and recite, poems and songs            Talk about similarities and differences between places            Describe the lives of significant people            Talk about from different points in the school year</p>