

Early Years


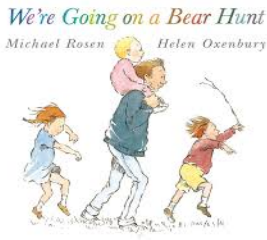
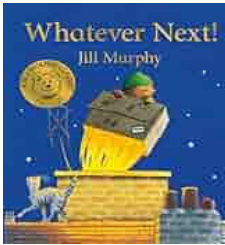
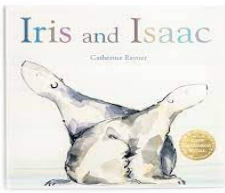





Co-op Academy
Nightingale

Co-op Academy Nightingale
Reception
Communication and Language
Curriculum

Communication and Language	Reception		
	Baseline/Autumn	Spring/ Summer	ELG
Listening, Attention & Understanding	<p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Is able to respond to stories (without props/pictures), with relevant comments</p> <p>Understands emotions of others and begins to respond appropriately</p> <p>Understands 'how' questions.</p> <p>Understand words that describe sequences such as "first we are going to the shop, next we will play in the park"</p>	<p>Understand how to listen carefully and why listening is important. and listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Understands humour, e.g. nonsense rhymes, jokes</p> <p>Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means</p> <p>Understands 'why' questions.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p>
Speaking	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events and anticipate what might happen next, recall and relive past experiences.</p> <p>Introduces a storyline or narrative into their play by linking statements and sticking to a main theme or intention</p>	<p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Articulate their ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives.</p> <p>Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including accurate past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>

Links to Literacy - Comprehension - Talk for writing

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Comprehension</p>	<p>Describes main story settings, events and principal characters and is beginning to be aware of the way stories are structured</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play</p> <p>Recite some songs or rhymes independently and can continue a rhyming string</p>		<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books and suggests how the story might end</p> <p>To use information books to share facts about what they have learnt and to use the environment to retrieve facts.</p>		<p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	
<p>Core Text</p> <p>Talk for writing</p> <p>Week 1,3 & 5</p>						
<p>Key Vocabulary</p>	<p>wavy, deep, oozy, whirling, narrow, snowstorm, forest, cave</p>	<p>raining, whoosh, waved, found, packed, journey, flew, smart, roared, passengers, millions, landed, boring, dripped, state, gasped</p>	<p>Stomped, huff, tramping, grumpily, soaring, trudging, echoey, plodding, adores, wandered</p>	<p>cottage, forest, afraid, chuckled, cheered, squealed, cried, bellowed, yelled, clattered</p>	<p>Thunderstorm, lashed, crashed, sodden, tossed and turned, hitched, journey, content, cosy, ocean, emerged, freed</p>	<p>Escaped, drawn, distress, rescue, superspeed, superstrength, evil, terrible, leapt, vanished, bounced, crashed, depths, summoned, marched, escapee</p>
<p>Key repeated refrains</p> <p>Talk for writing</p>	<p>"We're going on a bear hunt." "We're going to catch a big one." "What a beautiful day." "We're not scared." "Long, wavy grass" "Deep, cold river" "Thick, oozy mud" "Big, dark forest" "Swirling, whirling snowstorm" "Narrow gloomy cave" "Back through the..."</p>	<p>One night Baby bear wanted to go to the moon. Can I go to the moon? You would need a rocket first. Baby bear got a ... a box for his rocket a space helmet a pair of spaceboots He packed... His teddy Some food And took off up the chimney</p>	<p>"Isaac had tried to wriggle and nudge and shove his big bottom in." "Iris had wriggles and nudged and shoved his big bottom straight back out." "They had squashed the nest flat" "Iris stomped away" "Isaac stomped away" "Iris was tramping grumpily" "Isaac was not there" "Iris was trudging slowly"</p>	<p>'There were once three little pigs, who lived in a teen-tiny cottage.' 'One day Mummy pig said... You're all too big to live here, go build a house of your own.' 'Whose afraid of the big bad wolf? chucked Horace' 'The three pigs set off!' I will build my house with straw. cheered Horace</p>	<p>The rain lashed and the waves crashed Little turtle pushed her way out One flapper in front of the other...towards the sea Thunder rumbled in the sky The water rose to meet her...she tossed and turned She got tired and managed to hitch a lift. Her journey had begun Happy and content, she climbed into a cozy cave and slept</p>	<p>It was nighttime in the supermarket and all was quiet... Something had escaped from the freezer Something looking for trouble Help! Help! Who was doing this? He used his superspeed ... He used his superstrength ...</p>

Whoosh!

An owl flew past
Where you off to?
The moon.

They landed on the moon and
had a picnic.

We better go, my bath must be
ready now.

Baby bear flew home and
landed with a BUMP!

He told his Mummy his
story...whatever next! She said.

"Isaac was plodding sadly"
"I wish she was here"

"Isaac saw the most wonderful
thing of all...it was Iris"

I will build my house with
sticks. squealed Boris

I want my house to be safe and
strong. though Percy.

[It's the big bad wolf! cried

Little pig, little pig, let me in,
bellowed the wolf

Not by the hairs on my
chinny-chin-chin, yelled _____

Then I'll huff and I'll puff and
I'll blow your house down,
cried the wolf]]

**repeat throughout for each
pig*

Crash, down, down, down!
clattered the house

Percy's brick house stayed up,
up, up!

As she grew each year, her
love of the ocean grew.

One day ...the ocean was
different. Strange new
creatures swam beside her.
Just when turtle thought her
journey was over forever
Figures emerged...turtle was
freed!

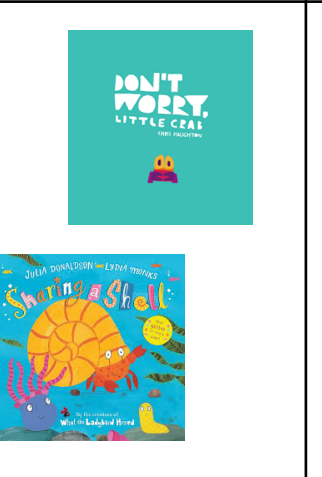
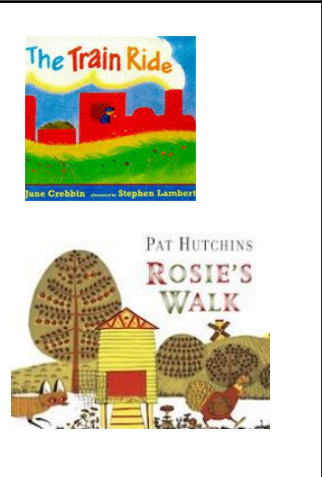
There's a pea on the loose!

'Yes, a pea! But I'm out of the
freezer now, and I'm never
going back! Mwah ha ha ha!'

'The game's up!' yelled
Supertato

Some vegetables are frozen for
a very good reason.

Literacy texts
Week 2,4 & 6



Songs and
Rhymes

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
Five Little Ducks
Name Song
Things For Fingers

Old Macdonald
Incy Wincy Spider
Baa Baa Black Sheep
Row, Row, Row Your Boat
The Wheels On The Bus
The Hokey Cokey

Big Bear Funk
Baa Baa Black Sheep
Twinkle Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

Core Text Literacy
Story Mapping - internalise, imitate, innovate and invent

Example Structure

Key focus and skill	Investigating & Exploring	Create & perform	Evaluate
Internalise language patterns & imitate recounting a narrative	<ul style="list-style-type: none"> ● Introduce the story (e.g. Three Bears) with a creative hook, e.g. chasing a bear across the playground! ● Tell the story with great enthusiasm. Emphasising the language patterns, e.g. once upon a time, repeated refrains. ● Retell the story – this time teaching the children the actions: (once upon a time, who, next, suddenly, finally). ● TA draws a story map whilst you tell the story. ● As you are re-telling, hand the story over (so the children are doing the majority of the re-telling/actions and you are withdrawing your support). ● Observe all children to ensure they are participating. Provide extra support for those not joining in. 	<p>During the story time session at the end of the day - daily oral retelling of the story with children joining in.</p> <p>Encourage the children to retell the story to consolidate their learning.</p> <p>Use one of the children’s individual story maps.</p>	<p>One session retells part of the story with no intonation using a monotone voice.</p> <p>Ask the children to evaluate your storytelling skills!</p> <p>OR</p> <p>don’t refer to the story map and forget part of the story. Ask the children what you could use to help you remember?</p>
Innovate	<ul style="list-style-type: none"> ● Model how to innovate by simple substitution, addition or alteration. Provide a story bag with toys, puppets or story cards with scenes on. Innovate by e.g. instead of 3 bears, 3 monkeys. Model changing the story using the monkeys. ● Change the class story map to reflect the new innovations (use post-its or paper over the original). ● Teacher records new version through class shared writing or drawing new story map/adding new editions ● Children re-tell the altered version ● Display shared writing and publish as a shared version. 	<p>Twice a week encourage the children to re-tell the story to consolidate their learning.</p> <p>Use the altered story map to support. Tell the story a couple of times during the week to consolidate the new learning.</p> <p>Use the new big book to support children’s re-telling.</p> <p>Children begin to create their own story maps</p>	<p>Evaluate the difference between the new version and initial version. Which parts were better/worse?</p> <p>Can you think of any other innovations that would make the story better?</p> <p>e.g. Once upon a time, there were 3 monkeys. They went to the jungle to play. They got eaten by a crocodile.</p>
Invent	<p>After Innovation - Invent:</p> <ul style="list-style-type: none"> ● Use a story bag/props (characters, scene, objects etc.) to make up a story. ● Teach any new actions ● Model how to draw a story map ● Retell the new story using the actions. ● Teacher model how to turn new version into writing. Whole class shared writing of the new story bit by bit over a few days. 	<p>Share children’s story maps/new invented stories with the class.</p> <p>Read the new story using the whole class shared writing. Encourage the children to read the story with you.</p>	<p>Ask the children what they liked about the story. What could you add to make it even better?</p>

	<ul style="list-style-type: none"> • Re-tell each section together using the actions. • Begin to hand the story over to the children withdrawing support as they gain confidence 		
Invent	<ul style="list-style-type: none"> • Whole class shared writing experience of the new story. Model how to create your own simple story. 	<p>Children perform the new story. Some children are the audience. <u>Follow up writing task</u> Children begin to write the parts of the story.</p>	<p>Evaluate the performance. How could it be more exciting?</p>