

	Why am I Marvellous?	What festivals are celebrated around our diverse planet?	What is it like in Space?	Where is Kenya and what is it like?	How I can help Planet Earth?	Who helps us in our community?
Texts Examples of some texts used	The Lion Inside Super Duper You We are all Different My Five Senses	The Story of Diwali Festival of Colours Hanukkah Bear Samira's Eid The Christmas Story	Whatever Next Laura's Star How to Catch a Star The Way Back Home The First Hippo on the Moon	Handa's Surprise Handa's Noisy Night Handa's Hen Lila and the Secret of Rain	Dinosaurs and All that Rubbish Michael Recycle George Saves the World by Lunchtime	I am a Police Officer Amazing Aeroplanes Going to the Dentist
Topic Launch	Baby photos	Diwali Party	Spaceship crash landing	Handa's Surprise (tasting session)	Eco-Warrior Walk	Visits from different professions
Educational Visit/Visitor	Eureka!	Visitors to talk about their own religions	Wakefield One	Ducklings - Living Eggs	Grow Wakefield session	Kirklees Light Railway
Aspire/Parent Partnership	Harvest Festival	Christmas craft session	Space Art Gallery	Animal puppet making	Summer Garden Party	When I Grow Up Assembly
Topic Finale	Post a letter home	Christmas Nativity	Picnic on the Moon	Kenya Party Day	Junk Band performance	Graduation assembly

Reception	Development Matters	Communication and Language					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to their theme ‘Marvellous Me!’ including special, unique, similar, and different. Words linked to their family and local area.</p> <p>Autumn- including Harvest</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u> Children will know and retell religious stories.</p> <p>Children will know and use vocabulary linked to their theme ‘Our Diverse Planet’ including tradition, Hanukkah, religion.</p> <p>Historical events- including remembrance day, bonfire night</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask when questions.</p> <p><u>Speaking</u> Children will know and retell ‘Whatever Next’.</p> <p>Children will know and use vocabulary linked to their theme ‘Space’ including astronaut, planets, atmosphere.</p> <p>Children will express ideas using past and present tense.</p> <p>Winter Chinese New Year Shrove Tuesday</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask where questions.</p> <p><u>Speaking</u> Children will know and retell ‘Handa’s Surprise.’</p> <p>Children will know and use vocabulary linked to their theme ‘Exploring Kenya’ including environment, countries, culture.</p> <p>Spring Easter Science week theme</p> <p>Launchpad for literacy link-</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p><u>Speaking</u> Children will know and retell ‘Dinosaurs and all that Rubbish’.</p> <p>Children will know and use vocabulary linked to their theme ‘Eco Warriors’ including recycling, environment, and wild plants.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u> Children will know a variety of professions and talk about how they help us linked to the story ‘A Superhero Like You’</p> <p>Children will know and use vocabulary linked to their theme ‘People Who Help Us’ including occupations, business and keyworker.</p> <p>Summer</p>
		<p><u>Listening, Attention and Understanding:</u> 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> <p><u>Speaking:</u> 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>					

Reception	Development Matters	Personal, Social and Emotional					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests. Children will learn to use our ZONES display and recognise how they are feeling and what they can do to manage their feelings.</p> <p><u>Managing Self</u> Children will learn our School's golden rules and routines. Children will learn where their coat peg and drawer is, so they know where to put their belongings. Children will learn what colour group they are a part of.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Through JIGSAW children will learn to: Help others to feel welcome Try to make our Nursery/Pre-school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the Learning Charter</p>	<p><u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health</p> <p>Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect. Anti-bullying week w/c 14th November Odd Socks Day</p> <p>Through JIGSAW children will learn to: Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Use kind words Know how to give and receive compliments</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class how they want to be treated.</p> <p>Through JIGSAW children will learn to: Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p>Through JIGSAW children will learn to: Have made a healthy choice Have eaten a healthy, balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy friendships Know how to keep calm and deal with difficult situations</p>	<p><u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Through JIGSAW children will learn to: Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Know and show what makes a good relationship</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p> <p>Through JIGSAW children will learn to: Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Are looking forward to change</p>

		<p><u>Listening, Attention and Understanding:</u> 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> <p><u>Speaking:</u> 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>
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Reception	Development Matters	Physical					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>Gross Motor</u> Safely use the outside fort to climb.</p> <p><u>PE-Mr Swift (gymnastics)</u> Children will know how to walk, jump and run.</p> <p><u>Fine Motor</u> Children will know the correct pencil grip and posture for writing.</p>	<p><u>Gross Motor</u> Children will know how to ride a balance bike.</p> <p><u>PE-Mr Swift (dance)</u> Children will know how to hop and skip.</p> <p>Children will be able to progress towards a more fluent style of moving, with developing control and grace.</p> <p><u>Fine Motor</u> Children will know how to do up and undo buttons.</p>	<p><u>Gross Motor</u> Safely use the outside trim trail to climb.</p> <p><u>PE-Mr Swift (games)</u> Children will know how to throw and catch different sized balls with precision and accuracy.</p> <p>Children will know how to kick and pass different sized balls.</p> <p><u>Fine Motor</u> Children will know how to use a knife, fork and spoon.</p>	<p><u>Gross Motor</u> Children will know how to ride a balance bike.</p> <p><u>PE-Mr Swift (gymnastics)</u> Children will know how to roll, crawl and climb using a range of large and small apparatus safely.</p> <p><u>Fine Motor</u> Children will know how to use two-hole scissors to make snips in paper.</p>	<p><u>Gross Motor</u> Children will create an obstacle course to develop their overall body strength, balance, coordination and agility.</p> <p><u>PE-Mr Swift (dance)</u> Children will know how to combine different movements with ease and fluency.</p> <p><u>Fine Motor</u> Children will know how to hold and use a paintbrush. Practise handwriting.</p>	<p><u>Gross Motor</u> Children will know how to ride a balance bike.</p> <p><u>PE-Mr Swift (games)</u> Children will know how to bat and aim using different sized balls with precision and accuracy.</p> <p><u>Fine Motor</u> Children will know how to use two-hole scissors to cut along lines. Practise handwriting.</p>
		<p><u>Listening, Attention and Understanding:</u> 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> <p><u>Speaking:</u> 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>					

Reception	Development Matters	Literacy					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment.
		<u>Word Reading</u> Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k	<u>Word Reading</u> Children will read and correctly form the sounds ck, e, u, r, h, b, f, ff, l, ll, le, ss	<u>Word Reading</u> Children will read and correctly form the sounds j, v, w, x, y, z, zz, qu, ch	<u>Word Reading</u> Children will read and correctly form the sounds sh, th, ng, dge, ve, wh, cks, tch, nk	<u>Word Reading</u> Children will read and correctly form the sounds ai, ee, igh	<u>Word Reading</u> Children will read and correctly form the sounds oa, oo, oo
		Children will hear and identify initial sounds in words.	Children will blend known sounds in words.	Children will blend known sounds in words.	Children will blend known sounds in words.	Children will blend known sounds in words.	Children will know tricky words was, my, they
		Children will know tricky words I,to, the.	Children will know tricky words into, no, go.	Children will know tricky words he, she, me.	Children will know tricky words we, be, you.	Children will know tricky words all, are	<u>Writing</u> Children will know how to correctly form the letters
		<u>Writing</u> Children will know how to write their name.	<u>Writing</u> Children will know how to write initial sounds.	<u>Writing</u> Children will know how to correctly form the letters Children will know how to write CVC/CVCC words.	<u>Writing</u> Children will know how to correctly form the letters Children will know how to write a short phrase.	<u>Writing</u> Children will know how to correctly form the letters Children will know how to write a short sentence.	Children will know how to read what they have written to check it makes sense.
		<u>Listening, Attention and Understanding:</u> 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.					
		<u>Speaking:</u> 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.					

Reception	Development Matters	Mathematics					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>Number</u> Children will rote count to 5.</p> <p><u>Numerical Patterns</u> Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><u>Number</u> Children will count to in correspondence to 5.</p> <p><u>Numerical Patterns</u> Children will compare big and small.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><u>Number</u> Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p><u>Numerical Patterns</u> Children will use language including tall, long, short.</p> <p>Children will identify a cube.</p>	<p><u>Number</u> Children will rote count to 10.</p> <p>Children will identify more/less.</p> <p><u>Numerical Patterns</u> Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p><u>Number</u> Children will count in correspondence to 10.</p> <p>Children will subitise to 3.</p> <p><u>Numerical Patterns</u> Children will use language including light, heavy, full and empty.</p> <p>Children will make shape pictures using a tangram.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p><u>Number</u> Children will count recognise numbers 1, 2 and 3.</p> <p><u>Numerical Patterns</u> Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
		<p><u>Listening, Attention and Understanding:</u> 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>					
		<p><u>Speaking:</u> 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>					

Reception	Development Matters	Understanding the World					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>History</u> <i>Children will know how they have changed from being a baby to being 4/5.</i></p> <p>Linked to Our Wakefield, children will look at pictures of Wakefield from the past and compare to present. Learn about historical places e.g. Sandal Castle, Kettlethorpe Hall.</p> <p>Barbra Hepworth.</p> <p><u>Geography</u> <i>Children will know that the green on a globe is land and the blue is sea.</i></p> <p><i>Children will know that a globe shows different countries around the world.</i></p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know that Wakefield is in England.</p> <p>Children will identify typical weather in Autumn.</p> <p><u>Science</u> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p>	<p><u>History</u> Children will explore images, stories and artefacts from the past linked to the different religions.</p> <p>Remembrance Day, Bonfire Night/Guy Fawkes.</p> <p><u>Geography</u> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that people all over England and the world have special days linked to different religions and how they celebrate them.</p> <p><u>Science</u> Children will explore floating and sinking.</p> <p><u>RE</u> Children will learn about the following religions: Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism throughout our topic Our Diverse Planet.</p> <p>Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p> <p><u>Computing</u> Children will know how to</p>	<p><u>History</u> Children find out about Chinese New Year. The year of the Rabbit.</p> <p>Children will know who Neil Armstrong is and why he is important. They will learn a historical event – the moon landings and compare to more recent events linked to Tim Peake and Helen Sharman (links to Yorkshire).</p> <p><u>Geography</u> Children will know the name of the road that our school is on.</p> <p>Children will know the name of the road that their house is on.</p> <p>Children will identify typical weather in Winter.</p> <p><u>Science</u> Children will know that this time of year is Winter.</p> <p>Children will know that there are 8 planets in the solar system.</p> <p>Children will know the life cycle of a sunflower. Children will know how to care for a plant (Mother's Day).</p> <p>British Science Week: w/c</p>	<p><u>History</u> Children will look at images of Kenya from the past and compare these to images of England in the past. They will identify similarities and differences and compare to present day.</p> <p>St George's Day</p> <p><u>Geography</u> Children will begin to recognise England on the globe.</p> <p>Children will identify similarities and differences between life in Wakefield and life in Africa.</p> <p>Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will identify typical weather in Spring.</p> <p><u>Science</u> Children will observe changes and growth of ducklings.</p> <p>Children will know the life cycle of a ducklings.</p> <p>Children will know that this time of year is Spring and know what season was before and which one comes</p>	<p><u>History</u> Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p> <p>Children will know who David Attenborough is and why he is important.</p> <p><u>Geography</u> Children will show curiosity and fascination about the world and its people. They will gain knowledge about diverse places, people and resources and our impact of own lifestyle choices.</p> <p>Children will become aware of some geographical features of the world and our input to climate change.</p> <p><u>Science</u> Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p> <p>Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p>	<p><u>History</u> Children will look at images of emergency vehicles from the past and identify similarities and differences.</p> <p>To look back at their EYFS journey to present day as children begin to look forward to Year 1.</p> <p><u>Geography</u> Children will enjoy visits from a variety of professionals who work in our local area.</p> <p>Children will identify typical weather in Summer.</p> <p><u>Science</u> Children will know that this time of year is Summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will melt and solidify different substances such as chocolate and butter.</p> <p><u>RE</u> Children will know what the bible is.</p> <p><u>Computing</u> Children will know how to ask google a question using dictation.</p>

	<p>Children will know that this time of year is Autumn.</p> <p><u>RE</u> Children will know what is special to them and their families.</p> <p><u>Computing</u> Children will know how to use an iPad to take photos.</p>	<p>use keys on a keyboard to type their name</p> <p><u>RE</u> Children will name and explain the purpose of a church.</p> <p><u>Computing</u> Children will gain knowledge about the programme Google Earth.</p>	<p>11th March-Theme-Connections!</p> <p><u>RE</u> Children will know the Easter story.</p> <p><u>Computing</u> Children will know how to use the ipad to make digital art.</p>	<p>next</p> <p>Children will explore the strength of materials and sort items that we can recycle.</p> <p><u>RE</u> Children will name and explain the purpose of a mosque.</p> <p><u>Computing</u> Children will know how to programme a beebot.</p>	
<p><u>Listening, Attention and Understanding:</u> 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> <p><u>Speaking:</u> 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>					

Reception	Development Matters	Expressive Arts and Design					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Big Red Combine Harvester <p><u>Art and Design</u> Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will create a self-portrait, returning to it to build on their previous learning.</p>	<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Wiggly Nativity - Bumping Up and Down on a Camel <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p> <p>Dance (PE) children will learn to move in time to music.</p> <p><u>Art and Design</u> Children will know how to mould with clay to make diva lamps.</p> <p>Children will create collaboratively a large-scale box model place of worship.</p>	<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Countdown to Blast Off - 5 Little Men In a Flying Saucer <p>Children will know how to tap/clap along to a rhythm.</p> <p><u>Art and Design</u> Children will develop storylines in their pretend play using the space station as a stimulus.</p>	<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - To listen to songs, from Africa (specifically Kenya). <p>Children will know how to match a pitch.</p> <p>To look at different instruments from around the world, including African Drums.</p> <p>Dance (PE) children will learn a dance routine.</p> <p><u>Art and Design</u> Children will know how to sew to join when creating their animal puppet.</p>	<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Earth day songs - Reduce, Reuse, Recycle song <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p><u>Art and Design</u> Children will create an instrument using recycled materials.</p> <p>Children will explore and engage in music making, performing in a group.</p>	<p><u>Music</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - What would you like to be when you grow up? - London's Burning <p>Children will experiment with different ways of playing instruments.</p> <p><u>Art and Design</u> Children will create a 'When I Grow Up' portrait and talk about it in an assembly.</p>
		<p><u>Listening, Attention and Understanding:</u> 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>					
		<p><u>Speaking:</u> 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>					