

# Reception

<b>I can:</b>		
<b>ELG: Listening, Attention and Understanding (Communicating and language)</b>		
I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions		
I can make comments about what I have heard and ask questions to clarify my understanding		
I can hold conversation when engaged in back-and-forth exchanges with teachers and peers		
<b>ELG: Speaking (Communication and language)</b>		
I can participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary		
I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher		
<b>ELG: Comprehension (Literacy)</b>		
I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary		
I can anticipate – where appropriate – key events in stories		
I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play		
<b>ELG: Past and Present (Understanding of the world)</b>		
I can talk about the lives of the people around me and their roles in society		
I can talk about similarities and differences between things in the past and now, drawing on my experiences and what has been read in class		
I can understand the past through settings, characters and events encountered in books read in class and storytelling		

# Reception

**Children in Reception will be learning to comment on images of familiar situations in the past.**

*Examples of how to support this:*

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools and transports

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

**Children in Reception will be learning to compare and contrast characters from stories, including figures from the past.**

*Examples of how to support this:*

Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

**Children in Reception will be learning new vocabulary**

*Examples of how to support this:*

Bring in objects, pictures and photographs to talk about

Use picture cue cards to talk about an object

Identify new vocabulary before planning activities

**Children in Reception will use new vocabulary throughout the day**

*Examples of how to support this:*

Model words and phrases relevant to the area being taught, deliberately and systematically

Use the vocabulary repeatedly throughout the week

Keep a list of previously taught vocabulary and review it in different contexts.

**Children in Reception will learn to ask questions to find out more**

*Examples of how to support this:*

Show genuine interest in knowing more

Think out loud, ask questions to check your understanding, make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions.

**Children in Reception will learn to describe events in some detail**

*Examples of how to support this:*

Use sequencing words with emphasis in your own stories

Make deliberate mistakes highlighting to children that sometimes you might get it wrong

**Children in Reception will engage in non-fiction books***Examples of how to support this:*

Read aloud books to children that will extend their knowledge of the world and illustrate a current topic

Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

## Nursery

**I can:**

Show interest in photographs of themselves and other familiar people and objects

Be curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them

Show interest in and anticipates books and rhymes and may have favourites

Join in with actions and sounds in familiar song and book sharing experience

Begin to ask simple questions

Enjoy stories about people and is interested in photographs of themselves with these