

Pipworth Community Primary School History Curriculum					
Phonics	Grammar	Early Language Teaching	Intermediate Language Teaching	Progressive Language Teaching	Cultural Lessons

EYFS Organisation of Knowledge	Recognising Language	Speaking and Listening	Celebrating Language and Culture
Nursery	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>Use longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>		<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>
EYFS 2	<b>Communication and Language</b>		<b>Communication and Language</b>

## Scheme of Work – Language Angels

## Username and password – pipworths2

	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p>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>				<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspective of others.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS1 and 2 – optional units						Bastille Day celebrations  Comptines et Chansons (Nursery Rhymes)
Year 1 – optional units					Sous l'océan (Under the Sea)	
Year 2 – optional units			Les Petites Bêtes (Mini Beasts)		Salutations	
Year 3	J'Apprends Le Francais (I'm learning French)	Phonics Lesson 1	Les Couleurs et Les Nombres (Colours and Numbers)	Les Formes (Shapes)	Les Fruits (Fruits)	Les Instruments (Musical Instruments)

Scheme of Work – Language Angels

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		Salutations				
Year 4	<b>Phonics Lesson 1 and 2</b>	<b>Je Me Présente</b> (Presenting myself)	La Galette des Rois – 6 <sup>th</sup> January (The King’s Feast Day) Lesson 2		<b>Chez Moi</b> (My home)	Au Café (At the Café)
	Grammar Lessons: - Nouns - Adjectival Agreement		<b>La Famille</b> (Family)			
Year 5	<b>Phonics Lesson 1, 2 and 3</b>	<b>La Date</b> (The date)	<b>As-Tu un animal?</b> (Do you have a pet?)		<b>Les Vêtements</b> (Clothes)	Les Planètes (The Planets)
	Grammar Lessons: - Possessive Adjective		Le Carnaval de Nice 10-26 Feb 2023			
Year 6	<b>Phonics Lesson 1, 2, 3 and 4</b>	<b>À L'École</b> (At School)	<b>Le Week-end</b> (The Weekend)	Les Verbes Réguliers (Regular Verbs)	<b>Moi Dans Le Monde</b> (Me in the World)	Manger et Bouger (Healthy Lifestyle)
		Le Bleuet de France- 11 <sup>th</sup> November (Lesson 4) (Remembrance day)				

**\*Units in bold show compulsory teaching units in order to show progression of key skills.**