Jane Considine Education

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EYFS

STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE		UNIT PLAN TITLE																													
			NARRATIVE																			NON-FICTION									
			WERE GOING ON A BEAR HUNT	PERFECTLY NORMAN	RUBY'S WORRY	ON SUDDEN HILL	JACK AND THE JELLYBEAN STALK	HANDA'S SURPRISE	WHERE THE WILD THINGS ARE	ROSIE'S WALK	HOW TO CATCH A STAR	THE PROUDEST BLUE	ALL ABOARD THE LONDON BUS	KATIE AND THE SUNFLOWERS	POPPIES CBEEBIES ANIMATION	LOST AND FOUND	PIGS MIGHT FLY	SAM AND DAVE DIG A HOLE	RAINBOW FISH	THE GIANT JAM SANDWICH	BEAR SHAPED	SPACE TORTOISE	IF SHARKS DISAPPEARED	I WANNA IGUANA	CHOCOLATE MUG CAKE	PENGUINS	WHAT WE'LL BUILD	THE SNAIL & THE WHALE	HOW TO GET YOUR TEACHER READY FOR SCHOOL	EVERYBODY COUNTS	BUGS	HOW TO COUNT TO ONE	MEET THE WEATHER
	LISTENING, ATTENTION AND UNDERSTANDING	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 teachers and peers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SPEAKING	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WRITING	Write recognisable letters most of which are correctly formed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Spell words by identifying sounds in them and representing the sounds with a letter or letters.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Write simple phrases and sentences that can be read by others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMPREHENSION	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Anticipate - where appropriate - key events in stories.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	BEING IMAGINATIVE AND EXPRESSIVE	Invent, adapt and recount narratives and stories with peers and their teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
		Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.																															

Comments

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