

# Chiltern Primary School EAL Progression Map

Together, over time, we are proud to learn to make a difference, to ourselves and others.

## Our Curriculum Vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for all moving from novice to expert.

## What does this look like within EAL?

**Diversity** – We recognise that it is important to raise an awareness of the different languages and cultural backgrounds our pupils have and to celebrate these so the children feel proud of their heritage.

**Engagement and enrichment** – Children are immersed in a language rich environment, which will support their learning, allowing them to access all areas of the curriculum.

**Ambition** – Children are supported to acquire a fluent level of English as swiftly as possible.

## What we want an EAL child at Chiltern to achieve:

At Chiltern, we want to ensure that all children can access a high quality and ambitious curriculum, allowing every child to reach their full potential. As a school, we recognise that it is important to raise an awareness of the different languages and cultural backgrounds our pupils have and to celebrate these. We realise that the EAL children within our school need to, not only learn English but learn through English. We recognise that English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in all learning opportunities. We acknowledge that EAL learners make the best progress within a whole school context, where pupils are educated with their peers. To achieve this, our school environment promotes language development through the rich use of language, providing children with visual learning (a kinesthetic approach) where possible. The school structure, pastoral care and overall ethos, help EAL pupils integrate into the school whilst valuing diversity. At Chiltern, bilingualism is viewed a positive and life enriching asset. In short, our aim for our EAL learners is to reach their full potential, whilst aiming to gain fluency in English, valuing diversity and being proud of the journey they have embarked upon with us.

## The National Expectations:

There is no specific EAL curriculum, instead the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum:

*4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*

*4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.*

Statutory Guidance, National curriculum in England: Framework for key stages 1 to 4, Updated 2 December 2014

### New to English – A

The pupil may –

- Use their first language for learning and other purposes
- Remain competently silent in the classroom
- Be copying/ repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English

Needs a considerable amount of EAL support

### Early Acquisition – B

The pupil may –

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary

Still needs a significant amount of EAL support to access the curriculum

### Developing Competence – C

The pupil may-

- Participate in learning activities with increasing independence
- Be able to express their self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing

Requires ongoing EAL support to access the curriculum fully

### Competent – D

- Oral English is developing well, enabling successful engagement in activities and across the curriculum
- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs support to access subtle nuances of meaning, to refine English usage and to develop abstract vocabulary

Needs some/occasional EAL support to access complex curriculum materials and tasks

### Fluent – E

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as a first language
- Operates without EAL support across the curriculum



## Intent

Through high expectations, expert teaching and targeted intervention, all children at Chiltern are given a quality education and set up with the skills they need to achieve in their next steps in learning/life. Through Quality First Teaching within a vocabulary rich and visual learning environment, we encourage Children to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language for social interaction. We celebrate the fact that a rising number of our children speak more than one language, and acknowledge their ability to communicate using a variety of community languages. We recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## Implementation

At Chiltern, EAL children are assessed using EAL Language Acquisition Stages. This allows us to observe starting points and progression, which links directly to language acquisition. Following assessment, teachers plan *next steps in learning and relevant interventions according to each child's needs*. The children's Speaking; Listening and Understanding; Reading and Writing are assessed on a termly basis and this is overseen by the EAL leader. This tracks the children from New to English to Fluent. Class teachers ensure that where needed the EAL children are pre-taught vocabulary for topics, they share knowledge organisers and they ensure that they teach providing a vocabulary rich and visual learning environment.

## Impact

At Chiltern, we want to ensure that all children can access a high quality and ambitious curriculum, allowing every child to reach their full potential. As a school, we recognise that it is important to raise an awareness of the different languages and cultural backgrounds our pupils have and to celebrate these. We realise that the EAL children within our school need to, not only learn English but learn through English. We recognise that English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in all learning opportunities. We acknowledge that EAL learners make the best progress within a whole school context, where pupils are educated with their peers. To achieve this, our school environment promotes language development through the rich use of language, providing children with visual learning (a kinesthetic approach) where possible. The school structure, pastoral care and overall ethos, help EAL pupils integrate into the school whilst valuing diversity. At Chiltern, bilingualism is viewed a positive and life enriching asset. In short, our aim for our EAL learners is to reach their full potential, whilst aiming to gain fluency in English, valuing diversity and being proud of the journey they have embarked upon with us.

Appendix:

Chiltern Primary School  
EAL Vocabulary Scheme

Topic	Vocab	Language/Grammar Functions	Possible activities/Resources
Addition and Subtraction	See the knowledge organisers for mathematics for addition and subtraction for each year group. Appendix 1.	N/A	White Rose Maths Third space Learning
<p><b>All about me</b></p> <p>LO: To be able to introduce themselves to others. To say and write their name. To be able to find out someone's name both verbally and in writing.</p>	My name is, my, I am, I can.	<ul style="list-style-type: none"> <li>- Identifying oneself &amp; others eg. My name is, I am, you are, he/she is, what is your name? How old are you?</li> <li>- Needs and choices eg. I can see with my eyes etc; e.g. I feel happy / sad, I am thirsty/ hungry, he feels/ she feels, they feel...</li> </ul>	All about me book (My name is, I am ... years old, the people in my family are.... I come from.... I lie at... I go to ..... Primary School. My friends are ..... My hobbies are..... My favourite food, colour, book, song et is.
<p><b>Alphabet and phonics (names and sounds)</b></p> <p>LO: To name each letter of the alphabet and know their corresponding sounds. To match lowercase and uppercase characters together. To order the letters of the alphabet. To learn phase 2, 3, 4 and 5 phonics.</p>	<p>A – z</p> <p>Capital letter, lowercase letters.</p> <p>Diagrams</p> <p>Trigraphs</p> <p>Split diagraphs</p>	<ul style="list-style-type: none"> <li>- Naming/ labelling</li> </ul>	<p>Alphabet puzzle</p> <p>Alphabet lotto</p> <p>Phonics – letters and sounds</p> <p>Phonics play – see games and planning</p> <p>Alphabet dot to dot</p> <p>Alphabet song</p> <p>Kim's game</p>
<p><b>Around the home</b></p> <p>LO: To name different rooms within the house. To name common objects and furniture found within the home.</p>	Door, window, ceiling, floor, chimney, fireplace, kitchen, cupboard, sink, tap, microwave, cooker, oven, fridge, freezer, dishwasher, washing machine, tumble	<ul style="list-style-type: none"> <li>- Naming, labelling,</li> <li>- Classification/grouping. E.g. furniture, household items, rooms.</li> </ul>	<p>Racing to English, Gordon ward.</p> <p>Small world play with dolls house</p> <p>Home corner activities</p> <p>Barrier games</p>

<p>To describe their home, furniture found within the home both verbally and written.</p>	<p>dryer, bathroom, toilet, sink, bath, shower, front room, settee, television, radio, speaker, phone, table, chairs, bedroom, wardrobe, bed, drawers, shed, garden, garage.</p>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Questioning E.g. Where is the ....?</li> <li>- Describing/comparing homes E.g. I live in a .... My house has got a ..... I live with ....</li> </ul>	<p>Twinkl games</p>
<p><b>Christmas</b></p> <p>LO: To name the characters and objects significant to the religious period of Christmas. To use the adjectives to describe vocabulary related to Christmas verbally/written. To understand that Christmas is a religious celebration.</p>	<p>Joseph, Mary, Jesus, Bethlehem, Angels, Gabriel, Shepherds, Wise Men, stars, Santa Clause, Christmas tree, bauble, tinsel, mince pie, Christmas pudding, etc.</p>	<ul style="list-style-type: none"> <li>- Name labelling</li> <li>- Identifying and describing</li> </ul>	<p>Christmas puzzles Christmas snap Christmas lotto Christmas picture bingo Christmas story books Involve children in decorating the class or area Craft making (stockings, star, ornaments, cards)</p>
<p><b>Clothes</b></p> <p>LO: To name common items of clothing. To identify items of clothing worn in specific seasons or for specific seasons or for specific purposes. To use singular/plural nouns in the context of everyday clothing. To demonstrate understanding of singular/plural nouns in relation to items of clothing.</p>	<p>Tie, cap, hat, jacket, glasses, shoes, vest, pants, socks, trousers, t-shirt, shirt, blouse, coat, jacket, scarf, gloves, mittens, night-dress, pyjamas, boots, trainers, sandals, shorts,</p>	<p>Naming/labelling:</p> <ul style="list-style-type: none"> <li>- Identify and describe</li> <li>- Differentiating between singular and plural nouns</li> <li>- Identify spelling patterns between singular and plural words.</li> </ul>	<p>Clothes lotto Clothes snap Clothes game Clothes bingo Racing to English, Gordon White</p>
<p><b>Colours</b></p> <p>LO: To say and know the names of common colours. To identify and write the names of colours. To use the colour names to describe a variety of objects/pictures, To read colour words and match to the appropriate object/picture.</p>	<p>Red, blue, yellow, green, pink, orange, black, white, brown, blonde, grey.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> </ul>	<p>Twinkl games Colour lotto Colour snap Colour worksheets Snails race game Dinosaur game Sorting activities</p>
<p><b>Comparatives</b></p> <p>LO: To use comparatives to compare items.</p>	<p>Longest, shortest, biggest, smallest, tallest, oldest, youngest, happiest, saddest, thinnest, fattest.</p>	<ul style="list-style-type: none"> <li>- Identify and describing</li> </ul>	<p>Sorting objects Twinkl ideas Goldilocks and the Three Bears Racing to English, Gordon Ward</p>

<p><b>Days of the week</b></p> <p>LO: To learn the names of the days of the week. To order the days of the week. To sequence events that take place during the week.</p>	<p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Sequencing events</li> </ul>	<p>Days of the week songs Racing to English, Gordon Ward Twinkl YouTube songs and videos</p>
<p><b>Directions and prepositions</b></p>	<p>In, under, on, between, next to, up, left, right, down, in front, behind.</p>	<ul style="list-style-type: none"> <li>- Identify and describing</li> </ul>	<p>Racing to English. Gordon Ward Twinkl</p>
<p><b>Easter</b></p> <p>LO: To name characters and objects significant to the religious period of Easter. To use adjectives to describe vocabulary related to Easter verbally/written.</p>	<p>Jesus, palm Sunday, Ash Wednesday, Shrove Tuesday, Cross, Easter eggs, Easter bunny, Easter Bonnet, chocolate.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> </ul>	
<p><b>Families</b></p> <p>LO: To name family members. To talk/write about my family. To demonstrate the correct use of pronouns when talking/writing about my family. To identify and write the names of family members.</p>	<p>Mum, Dad, sister, brother, cousin, Aunty, Uncle, Grandmother (Nan), Grandfather (Pap).</p>	<ul style="list-style-type: none"> <li>- Identifying oneself and others, e.g. I am, you are, he/she is....</li> </ul>	<p>Create a family tree Racing to English, Gordon Ward</p>
<p><b>Farm animals</b></p> <p>LO: To name animals To identify similarities and differences of animals To use adjectives appropriately to describe animals</p>	<p>Horse, sheep, cow, pig, chicken, goat, lamb, donkey, dog, cat.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> <li>- Questioning, e.g. what is this? Where is the ...? What colour is the ...? What is the ..... doing?</li> <li>- Describing animals, e.g. it's got.....</li> </ul>	<p>Old MacDonald had a farm song Create a farmyard collage Small play farm and toys Animal Charades Stories: Farmer Duck, Little Red Hen, The Three Little Pigs, The Three Billy Goats Gruff. Racing to English, Gordon Ward. Twinkl games: Animal Lotto, Animal Bingo, labelling parts of an animal.</p>

<p><b>Feelings</b></p> <p>To use simple language to describe feelings.  To demonstrate understanding by responding to simple questions, e.g. How are you feeling?  To write labels for pictures which describe simple feelings.  To discuss how feelings and emotions might change according to a change in events.</p>	<p>Happy, sad, angry, hot, cold, thirsty, hungry.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing needs and choices</li> <li>- Needs and choices e.g. I can see with my eyes etc.; e.g.</li> <li>- I feel happy / sad, I am thirsty/ hungry, he feels/ she feels, they feel...</li> </ul>	<p>Feelings Lotto  Twinkl games</p>
<p><b>Food</b></p> <p>LO: To know the names of common types of fruit/vegetable/food.  To state food preferences.  To say/ write names of common fruit/vegetables/foods.  To sort food according to a variety of criteria.</p>		<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> <li>- Survey of food, e.g. Do you like.../I don't like</li> <li>- Classifying foods</li> </ul>	<p>Usborne 100 everyday words  Twinkl vocabulary cards and games  Food Lotto  Cooking activities, E.g. Fruit salad, salad, soups  veggie pizza, wraps)  Food games  Role play activities (shops, café, restaurant,  home corner meal times)  Involve with snack preparation  <b>Stories:</b> Oliver's vegetables, The Hungry  Caterpillar.  Racing to English, Gordon Ward</p>
<p><b>Greetings</b></p> <p>LO: To learn and use gestures and phrases relating to greeting people.</p>	<p>Hello, goodbye, how are you, fine, thank you, what is your name, my name is, good evening, good night,</p>	<p>-</p>	<p>Circle time activity</p>
<p><b>Hobbies</b></p> <p>LO: To learn the names of different hobbies,  To learn to use vocabulary relating to different hobbies  To use personal experiences to discuss hobbies</p>	<p>Football, ballet, street dance, rugby, netball, hockey, basketball, running, swimming, sewing, painting.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> </ul>	<p>Usborne 100 everyday words.  Hobbies/lotto/snap  Racing to English, Gordon Ward  Twinkl games</p>

<p><b>Instruments</b></p> <p>LO: To learn the names of common musical instruments. To learn that instruments are made from a variety of materials. To learn that instruments are played in a variety of different ways.</p>	<p>Violin, clarinet, piano, trumpet, tambourine, drums, guitar, cello, harp, flute.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> </ul> <p>Sort instruments according to material, how they are played etc.</p>	<p>Picture dictionaries Instrument lotto Instrument snap Music corner activities Twinkl</p>
<p><b>Jobs</b></p> <p>LO: To understand that different people have different jobs. To discuss and describe the roles of people who carry out those jobs. To name/label specific jobs people have.</p>	<p>Doctor, teacher, vet, fire fighter, nurse, police, post</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> </ul>	<p>Family lotto Family sorting Happy families Racing to English. Gordon ward Twinkl games</p>
<p><b>Jungle animals</b></p> <p>LO: To say, read and write the names of animals. To identify the similarities and differences of animals. To use adjectives appropriately to describe animals.</p>	<p>Lion, tiger, zebra, elephant, monkey, gorilla, rhino, crocodile, snake, giraffe, alligator.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> <li>- Questioning, e.g. what is this? Where is the ...? What colour is the ...? What is the ..... doing?</li> <li>- Describing animals, e.g. <b>it's got....</b></li> </ul>	<p>Usborne everyday words Animal snap Animal lotto Animal small world play Stories: Dear Zoo Jungle Aerobics Racing to English, Gordon Ward</p>
<p><b>Meal times</b></p> <p>LO: To identify the names for different meals. To learn vocabulary associated with meal times. To offer a personal opinion related to food.</p>	<p>Breakfast, lunch, dinner, supper, knife, fork, spoon, table, glass, cup, plate, etc.</p>	<ul style="list-style-type: none"> <li>- Survey of food, e.g. what <b>do/don't you like? I like, I don't like.</b></li> <li>- Classify foods</li> </ul>	<p>Usborne 100 everyday words Twinkl vocabulary cards and games Food Lotto Cooking activities, E.g. Fruit salad, salad, soups veggie pizza, wraps) Food games Role play activities (shops, café, restaurant, home corner meal times) Involve with snack preparation Stories: <b>Oliver's vegetables, The Hungry Caterpillar.</b></p>

			Racing to English, Gordon Ward
<b>Months of the year</b>  LO: To learn, say, read and write the months of the year. To sequence the months of the year. To identify and sequence important events that occur during the year.	January, February, March, April, May, June, July, August, September, October, November, December.	- Sequencing events	Months rhymes (YouTube) Including daily colander Twinkl ideas and games
<b>Numbers 1 – 20</b>  LO: To count and name up to 5, 10, 20 objects. To count orally 1 to 5, 1 to 10, 1 to 20 objects and write numbers and words to match the numbers. To match numerals 1 to 5, 1 to 10, 1 to 20 to appropriate number words.	One - Twenty	- Naming/labelling	Number lotto Number puzzles Counting games (snakes and ladders, twinkl) Counting activities Counting books YouTube counting videos Racing to English, Gordon Ward
<b>Numbers 1 – 100</b>  LO: LO: To count and name up to 100 objects. To count orally up to 100 objects and write numbers and words to match the numbers. To match numerals 1 to 5, 1 to 10, 1 to 20 to appropriate number words.	One to hundred	- Naming/labelling	Number lotto Number puzzles Counting games (snakes and ladders, twinkl) Counting activities Counting books YouTube counting videos
<b>Opposites</b>  LO: To say and understand vocabulary relating to opposites. To write vocabulary relating to simple opposites.	Clean/dirty etc.	- Describing/identifying	Twinkl games
<b>Ordinal numbers</b>  LO: To learn and use language associated with ordinal numbers. To understand that ordinal numbers are used in relation to dates and positions.	First, second ,third, fourth, fifth, sixth, seventh, eighth, ninth, tenth,,	-	Twinkl games
<b>Past/resent tense</b>		-	Racing to English, Gordon Ward

<p>Pets</p> <p>LO: To name animals. To identify similarities and differences of animals. To use adjectives appropriately to describe animals.</p>	<p>Cat, dog, guinea pig, hamster, budgie, rabbit</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> <li>- Questioning, e.g. what is this? Where is the ...? What colour is the ...? What is the ..... doing?</li> <li>- Describing animals, e.g. <b>it's got....</b></li> </ul>	<p>Usborne 100 everyday words Animal snap Animal lotto Animal small world play Twinkl ideas/games Stories: Racing to English, Gordon Ward</p>
<p>Places in the local area</p> <p>LO: To learn the name of buildings and places within the local area. To understand the purpose of each place.</p>	<p>School, nursery, library, park, bank, supermarket, baker, butcher, newsagent, hairdresser, barber, vets, church, left, right, next to.</p>	<ul style="list-style-type: none"> <li>- Identifying and describing,</li> <li>- Where is...? Where are...?</li> <li>- Position – left, right, next to.</li> </ul>	<p>Usborne 100 everyday words Visit local area Photos of places in local area Create a collage of local area Racing to English, Gordon Ward</p>
<p>Plurals (see clothes, school items and the body)</p>		<ul style="list-style-type: none"> <li>-</li> </ul>	<p>Racing to English, Gordon Ward</p>
<p>Prepositions</p> <p>LO: To demonstrate an understanding of vocabulary relating to prepositions.</p>	<p>On, under, in, beside, next to, in front of, behind.</p>	<ul style="list-style-type: none"> <li>-</li> </ul>	<p>Racing to English, Gordon Ward Twinkl</p>
<p>Pronouns (see family)</p>	<p>She, he, it, they, I, we.</p>	<ul style="list-style-type: none"> <li>-</li> </ul>	
<p>Punctuation</p>	<p>Full stop, question mark, capital letters, commas.</p>	<ul style="list-style-type: none"> <li>-</li> </ul>	
<p>School resources</p> <p>LO: To name and label common items associated with school. To talk about and describe familiar school objects. To ask questions relating to school objects. To ask and answer simple questions about school.</p>	<p>Computer, laptop, iPad, printer, pencil, pen, paint, felt-tips, crayons, pencil sharpener, rubber, books, paper, scissors, glue.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Simple classroom instructions</li> <li>- Identifying and describing, e.g. what is <b>this? What's that? Is it a... It's not a... , this is a... Have you got a ...?</b></li> </ul>	<p>Usborne 100 everyday words School resource lotto/snap <b>What's in the bag game</b> Racing to English, Gordon Ward</p>

		Possessive adjective, e.g. your, my - Possessive(s) e.g. whose ... is this? This is ....'S ....	
<b>School subjects</b>  LO: To learn the names of subjects taught in school. To use personal experiences to discuss school. To ask and answer simple questions about school.	Math, English, PE, History, Geography, Science, Topic, music, playtime, assembly, Guided reading, RE, SPAG,	- Naming and labelling - Simple classroom instructions.	Ask children to help to display visual time tables in the classroom. Ask them questions about what lessons/activities are taking place and when. E.g. what is after assembly? What are we doing first this morning?
<b>Sea animals</b>  LO: To name creatures To identify similarities and differences of sea creatures. To use adjectives appropriately to describe sea creatures.		- Naming/labelling - Identifying and describing - Questioning, e.g. what is this? Where is the ...? What colour is the ...? What is the ..... doing? - Describing animals, e.g. <b>it's got....</b>	Usborne 100 everyday words Animal snap Animal lotto Animal small world play Stories: The rainbow fish
<b>Senses</b>  LO: To understand simple language associated with the senses. To read/complete/write short sentences related to the senses. To talk about the senses.	Taste, touch, see, hear, smell, think	- Needs and choices e.g. I can see with my eyes etc.; e.g. - I feel happy / sad, I am thirsty/ hungry, he feels/ she feels, they feel....	Multi-sensory activities
<b>Shapes</b>  LO: To name common 2-D and 3-D shapes. To use appropriate mathematical vocabulary to describe the properties of common 2-D and 3-D shapes.	Square, rectangle, circle, triangle, quadrilateral, parallelogram, hexagon, octagon, pentagon, cube, sphere, cuboid, cylinder, cone, pyramid, prism.	- Naming and labelling - Identifying and describing.	Shape lotto Shape puzzles Shape games Shape activities (making pictures from shapes, magnetic shape picture making) Racing to English, Gordon Ward

Adjectives and physical descriptions	Big, little, small etc.	<ul style="list-style-type: none"> <li>- Naming and labelling</li> <li>- Identifying and describing.</li> </ul>	Stories: Goldilocks and the Three Bears Jack and the Beanstalk
<p>Sports</p> <p>LO: To learn the names of different sports To learn and use vocabulary relating to different sports. To use personal experiences to discuss sports.</p>	Football, hockey, tennis, swimming, rugby, athletics, basketball.	<ul style="list-style-type: none"> <li>- Naming and labelling</li> <li>- Identifying and describing.</li> </ul>	Watch video clips of different games. Look at sports equipment. Use the sports equipment.
<p>The body</p> <p>LO: To identify, name and write vocabulary related to the face/body. To understand and use singular and plural nouns in the context to body parts. To name and write singular and plural nouns that relate to parts of the body.</p>	Hair, head, nose, eyes, chin, ears, neck, shoulders, elbows, wrist, fingers, chest, legs, knees, ankles, feet, toes.	<ul style="list-style-type: none"> <li>- Naming and labelling</li> <li>- Identifying and describing.</li> <li>- Plurals</li> </ul>	Songs: Heads, shoulders, knees and toes. <b>If you're happy and you know it.</b> Body parts rhymes. Simon says game Create a labelled diagram. Body parts snap/lotto/bingo Racing to English, Gordon ward.
<p>Time</p> <p>To learn language relating to time. To understand the concept of time. To use the knowledge of time to order events.</p>	O'clock, half past, quarter to, quarter past, five past, ten past, twenty past, twenty five past, twenty five to, twenty to, ten to, five to. First, then, next, finally.	<ul style="list-style-type: none"> <li>- Sequencing events</li> <li>- Time connectives: first, then, next, finally.</li> </ul>	Racing to English, Gordon Ward
<p>Transportation</p> <p>LO: To identify, name and write the names of common transport. To read/write labels for common transportation. To sort common transportation according to a range of common criteria.</p>	Lorry, car, bus, train, aeroplane, bike, motorcycle, van, taxi, ferry, ship, boat.	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying/describing.</li> </ul>	Usborne 100 Everyday words Transportation/lotto snap Small play toys Twinkl games/activities Traffic survey Racing to English, Gordon Ward
Verbs (past and present tense)	Walking, running, jumping, drinking, looking, sitting, drawing, eating,	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying/describing.</li> </ul>	Racing to English, Gordon Ward

<p>LO: To understand and use action words in relation to things they like to do.</p> <p>To use correctly, simple action words in verbal and written sentences.</p> <p>To investigate word patterns of words used in different tense.</p>	<p>standing, come, go, have, say.</p>	<ul style="list-style-type: none"> <li>- Present tense, e.g. I go, I have</li> <li>- Past tense, e.g. I went, I had.</li> </ul>	
<p>Weather</p> <p>LO: To understand and use vocabulary associated with weather.</p> <p>To formulate simple, oral and written sentences related to the weather,</p>	<p>Sun, cloud, snow, wind, rain, cold, wet, etc.</p>	<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying/describing.</li> </ul>	<p>Ask children to participate in creating a weather board each day.</p> <p>Create a collage showing the weather.</p> <p>Racing to English, Gordon Ward</p>
<p>Wildlife</p> <p>LO: To name different wildlife</p> <p>To identify similarities and differences of wildlife.</p> <p>To use adjectives appropriately to describe wildlife.</p>		<ul style="list-style-type: none"> <li>- Naming/labelling</li> <li>- Identifying and describing</li> <li>- Questioning, e.g. what is this? Where is the ...? What colour is the ...? What is the ..... doing?</li> <li>- Describing animals, e.g. it's got.....</li> </ul>	<p>Usborne 100 everyday words</p> <p>Animal snap</p> <p>Animal lotto</p> <p>Animal small world play</p> <p>Stories: The Tortoise and the Hare</p> <p>Racing to English, Gordon Ward</p>
<p>Definite articles</p>	<p>A, an, it, is, are</p>	<ul style="list-style-type: none"> <li>-</li> </ul>	