Thomas Buxton Primary School

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	CONTRIBUTE	RESPECT	ENJOY	ASPIRE	TEAM WORK	ENQUIRE
WHOLE SCHOOL VALUES and WEEKLY REFLECTION THEME	 Making a good first impression Ready to Learn Mind Your Manners Be included Play your part; do your bit. Talents- everybody's got one. All different, all equal 	 It's good to be me Celebrating Peace Thomas Buxton is a Bully Free Zone Honesty is the best policy Peer Pressure, do it your way Do as you would be done by. How should we treat others? Goodbye - Another year older and wiser! 	 New Year's Resolutions Be happy on purpose Enjoy your learning Accentuate the positive, eliminate the negative. Thomas Buxton is a Bully Free Zone Calm Down! Ways to keep your cool. 	 I have a dream. You have brains in your head and feet in your shoes. Spring has sprung! Turning over a new leaf. I am special – 10 fascinating facts about me. You're never too young to change the world. Making friends and keeping friends 	1. TEAM –Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict – falling out and making up 5. Think Before You Speak	 But why? Questions it's ok to ask. Forgiveness Curiouser and Curiouser Take a closer look Worry Sorry Goodbye and thank you. Moving on.

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	Range 4	Range 5	Range 5	Range 5	Range 5	Range 5
		Beginning to use more complex	Beginning to use more complex	Beginning to use more complex	Beginning to use more complex	Beginning to use more complex
	Uses language to share feelings,	sentences to link thoughts (e.g.	sentences to link thoughts (e.g.	sentences to link thoughts (e.g.	sentences to link thoughts (e.g.	sentences to link thoughts (e.g.
	experiences and thoughts	using and, because)	using and, because)	using and, because)	using and, because)	using and, because)
	Holds a conversation, jumping					
	from topic to topic Learns new	Able to use language in recalling	Able to use language in recalling	Able to use language in recalling	Able to use language in recalling	Able to use language in recalling
	words very rapidly and is able to use them in communicating	past experiences	past experiences	past experiences	past experiences	past experiences
	use them in communicating	Can retell a simple past event in	Can retell a simple past event in	Can retell a simple past event in	Can retell a simple past event in	Can retell a simple past event in
	Uses a variety of questions (e.g.	correct order (e.g. went down	correct order (e.g. went down	correct order (e.g. went down	correct order (e.g. went down	correct order (e.g. went down
	what, where, who)	slide, hurt finger)	slide, hurt finger)	slide, hurt finger)	slide, hurt finger)	slide, hurt finger)
		and a final control of the control o	and a major y	and a, many magary	and a final and a final and a final a	
	Uses longer sentences (e.g.	Uses talk to explain what is	Uses talk to explain what is	Uses talk to explain what is	Uses talk to explain what is	Uses talk to explain what is
	Mummy gonna work)	happening and anticipate what	happening and anticipate what	happening and anticipate what	happening and anticipate what	happening and anticipate what
		might happen next	might happen next	might happen next	might happen next	might happen next
	Beginning to use word endings					
	(e.g. going, cats)	Questions why things happen and	Questions why things happen	Questions why things happen	Questions why things happen	Questions why things happen
		gives explanations. Asks e.g. who, what, when, how	and gives explanations. Asks e.g. who, what, when, how	and gives explanations. Asks e.g. who, what, when, how	and gives explanations. Asks e.g. who, what, when, how	and gives explanations. Asks e.g. who, what, when, how
		Beginning to use a range of tenses	Beginning to use a range of	Beginning to use a range of	Beginning to use a range of	Beginning to use a range of
Ä		(e.g. play, playing, will play, played)	tenses (e.g. play, playing, will	tenses (e.g. play, playing, will	tenses (e.g. play, playing, will	tenses (e.g. play, playing, will
Nursery		Continues to make some errors in	play, played)	play, played)	play, played)	play, played)
ž		language (e.g. runned) and will	Continues to make some errors	Continues to make some errors	Continues to make some errors	Continues to make some errors
		absorb and use language they hear	in language (e.g. runned) and will	in language (e.g. runned) and will	in language (e.g. runned) and will	in language (e.g. runned) and will
		around them in their community	absorb and use language they	absorb and use language they	absorb and use language they	absorb and use language they
		and culture	hear around them in their	hear around them in their	hear around them in their	hear around them in their
			community and culture	community and culture	community and culture	community and culture
		Uses intonation, rhythm and				
		phrasing to make the meaning	Uses intonation, rhythm and	Uses intonation, rhythm and	Uses intonation, rhythm and	Uses intonation, rhythm and
		clear to others	phrasing to make the meaning clear to others	phrasing to make the meaning clear to others	phrasing to make the meaning clear to others	phrasing to make the meaning clear to others
		Talks more extensively about	clear to others	clear to others	clear to others	clear to others
		things that are of particular	Talks more extensively about	Talks more extensively about	Talks more extensively about	Talks more extensively about
		importance to them	things that are of particular	things that are of particular	things that are of particular	things that are of particular
		,	importance to them	importance to them	importance to them	importance to them
		Builds up vocabulary that reflects	·	·	·	
		the breadth of their experiences	Builds up vocabulary that reflects	Builds up vocabulary that reflects	Builds up vocabulary that reflects	Builds up vocabulary that reflects
			the breadth of their experiences	the breadth of their experiences	the breadth of their experiences	the breadth of their experiences
		Uses talk in pretending that objects				
		stand for something else in play,	Uses talk in pretending that	Uses talk in pretending that	Uses talk in pretending that	Uses talk in pretending that
		e.g. This box is my castle	objects stand for something else	objects stand for something else	objects stand for something else	objects stand for something else
			in play, e.g. This box is my castle	in play, e.g. This box is my castle	in play, e.g. This box is my castle	in play, e.g. This box is my castle

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	Dance F	Penas C	Dongs C	Dongs 6	Dongs 6	ELG
	Range 5 Beginning to use more complex	Range 6 Extends vocabulary, especially by	Range 6 Extends vocabulary, especially by	Range 6 Extends vocabulary, especially by	Range 6 Extends vocabulary, especially by	Participate in small group, class
	sentences to link thoughts (e.g.	grouping and naming, exploring the	grouping and naming, exploring	grouping and naming, exploring	grouping and naming, exploring	and one-to-one discussions,
	using and, because)	meaning and sounds of new words	the meaning and sounds of new	the meaning and sounds of new	the meaning and sounds of new	offering their own ideas, using
	3 · · · , · · · · · ,	0	words	words	words	recently introduced vocabulary; -
	Able to use language in recalling	Uses language to imagine and				
	past experiences	recreate roles and experiences in	Uses language to imagine and	Uses language to imagine and	Uses language to imagine and	Offer explanations for why things
		play situations	recreate roles and experiences in	recreate roles and experiences in	recreate roles and experiences in	might happen, making use of
	Can retell a simple past event in	Links statements and sticks to a	play situations	play situations	play situations	recently introduced vocabulary
	correct order (e.g. went down	main theme or intention	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	from stories, non-fiction, rhymes
	slide, hurt finger)	Uses talk to organise, sequence	main theme of intention	main theme or intention	main theme or intention	and poems when appropriate;
	Uses talk to explain what is	and clarify thinking, ideas, feelings	Uses talk to organise, sequence	Uses talk to organise, sequence	Uses talk to organise, sequence	Express their ideas and feelings
	happening and anticipate what	and events	and clarify thinking, ideas,	and clarify thinking, ideas,	and clarify thinking, ideas,	about their experiences using full
	might happen next		feelings and events	feelings and events	feelings and events	sentences, including use of past,
		Introduces a storyline or narrative				present and future tenses and
	Questions why things happen	into their play	Introduces a storyline or	Introduces a storyline or	Introduces a storyline or	making use of conjunctions, with
	and gives explanations. Asks e.g.		narrative into their play	narrative into their play	narrative into their play	modelling and support from their
-	who, what, when, how					teacher.
ē	Beginning to use a range of tenses (e.g. play, playing, will					
RECEPTION	play, played)					
SEC .	Continues to make some errors					
	in language (e.g. runned) and will					
	absorb and use language they					
	hear around them in their					
	community and culture					
	Hanninton ation about an and					
	Uses intonation, rhythm and phrasing to make the meaning					
	clear to others					
	Talks more extensively about					
	things that are of particular					
	importance to them					
	Builds up vocabulary that reflects					
	the breadth of their experiences					
	and breadings their experiences					
	Uses talk in pretending that					
	objects stand for something else					
	in play, e.g. This box is my castle					

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	Listen and respond to adults and their peers
	Ask questions to extend their understanding and knowledge
	Use relevant strategies to build their vocabulary
н	Articulate opinions
YEAR	Give descriptions, narratives for different purposes, including for expressing feelings
	Maintain attention and participate in collaborative conversations
	Speak audibly
	Participate in discussions, performances, role play, improvisations
	Listen and respond to adults and their peers
	Ask questions to extend their understanding and knowledge
	Use relevant strategies to build their vocabulary
	Articulate arguments and opinions
YEAR 2	Give descriptions, explanations and narratives for different purposes, including for expressing feelings
	Maintain attention and participate in collaborative conversations, staying on topic and initiating comments
	Consider different viewpoints, and build on the contributions of others
	Speak audibly
	Participate in discussions, performances, role play, improvisations

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YEAR 3	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate in collaborative conversations, staying on topic and initiating comments Consider different viewpoints, and build on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain the interest of the listener(s
YEAR 4	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain and maintain the interest of the listener
YEAR 5	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

FARG



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Spoken Language

Curriculum Map

listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.