

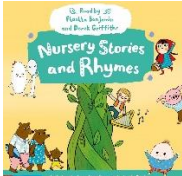





Communication and Language			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>My Nursery and I</b>	<b>Journeys &amp; Transport</b>	<b>Familiar Stories</b>	<b>Growth and Change</b>	<b>Amazing Animals</b>	<b>Let's Pretend</b>
<ul style="list-style-type: none"> <li>- Learn the names of their peers and teachers through circle games and songs.</li> <li>- Listen to stories, songs and rhymes related to the topic.</li> <li>- Making a class Alphabet book including names of children, things in the classroom.</li> <li>- Model listening to others during carpet sessions and during child initiated play</li> </ul>	<ul style="list-style-type: none"> <li>- Phase 1 and 2 Phonics using lots of language to talk about events in their life where they have been on a journey, beginning to understand 'why' and 'how' questions.</li> <li>- Building up vocabulary that reflects the breadth of experiences and giving them the opportunity to ask questions of others.</li> <li>- Opportunities to talk and listen to others during carpet sessions and during child initiated play, particularly within a role play scenario, developing their attention and listening skills.</li> <li>- New songs around the topic, learning about different vehicle and their purpose.</li> <li>- Develop their listening and attention skills by listening to stories and joining in with key phrases, filling in gaps.</li> </ul>	<ul style="list-style-type: none"> <li>- Model listening to others during carpet sessions and during child initiated play</li> <li>- Listen to stories, songs and rhymes related to the topic. Listen with increasing attention and recall-story ordering/acting.</li> <li>- Listen to each other 1:1 or in small groups</li> <li>- Model listening to others during carpet sessions and during child initiated play</li> <li>- To respond to simple instructions told by the giant/gingerbread man</li> <li>- Beginning to use more complex sentences to explain characters' actions/feelings and intentions</li> <li>- Can retell parts of the story using past tense</li> <li>- To anticipate what might happen next within the stories</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to stories, songs and rhymes related to the topic.</li> <li>- Listen with increasing attention and recall-story ordering/acting.</li> <li>- Listen to each other 1:1 or in small groups (partner work).</li> <li>- Model listening to others during carpet sessions and during child initiated play.</li> <li>- Respond to simple instructions-when planting.</li> <li>- Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>- Retell past events as regards their growing up and history as well as events regarding the chicks connecting ideas, explaining and anticipating what might happen</li> </ul>	<ul style="list-style-type: none"> <li>- Use the language from the stories to retell them through role play.</li> <li>- Build up our vocabulary by referring to the texts we have read as well as answering 'who', 'what' and 'where' questions.</li> <li>- Use books to continue to work on focusing our attention during carpet sessions and when working in small groups.</li> <li>- Continue to work on using talk to connect ideas around the stories, using the word because to explain things further and lengthen our sentences (for example-why can't we have an elephant as a pet).</li> <li>- Talk about what our favourite animal is and why.</li> <li>- Describe animal prints and textures.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to stories, songs and rhymes related to the topic.</li> <li>- Listen with increasing attention and recall-story ordering/acting.</li> <li>- Take turns to listen to each other 1:1 or in small groups, learning about how to be a polite listener and respond appropriately.</li> <li>- These skills will be modelled to the children during carpet sessions and during child initiated play</li> <li>- Begin to use more complex sentences to link thoughts (e.g. using and, because) when explaining things that are personal to use and our lives as well as our story characters</li> <li>- Use different tenses to talk about things we do with our families and events that have happened in our stories</li> </ul>