

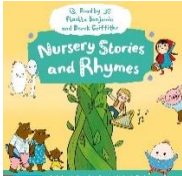





Communication and Language			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Journeys & Transport	Traditional Tales	Growth and Change	Amazing Animals	Let's Pretend
<ul style="list-style-type: none"> Children will learn the names of their peers and teachers through circle games and songs. Phonics –Phase 1 Phonics, aspect 1 This focuses on environmental sounds and develops the children's listening skills and awareness of sounds in the environment. Listen to stories, songs and rhymes related to the topic, for example head, shoulders, knees and toes. When listening to stories, children will be able to point to and discuss the simple things that are happening within in the story. Making a class book about themselves and their family to talk about and share with others. Children will listen to other people talk and be encouraged to show an interest in other's families. Children will be developing their ability to answer and understand simple questions about who, what and where. Model listening to others during carpet sessions and during child initiated play. Encourage the children to interact with each other and hold a conversation taking many turns together. 	<ul style="list-style-type: none"> Children will learn the names of vehicles and parts of them. Phonics –Phase 1 Phonics, aspect 2. This focuses on Tuning into sounds made by instruments. Some children will continue set 1 sounds in phase 2. When listening to stories, children will be able to point to and discuss the simple things that are happening within in the story. Make a class book about journeys we have been on which will allow children to talk about experiences and share with others. Children will listen to other people talk and be encouraged to show an interest in other's experiences. Children will be developing their ability to answer and understand simple questions about who, what, when and where. This will arise when sharing photos about their journeys. We will model and encourage good listening and responding to others during carpet sessions. Children will be encouraged to interact and hold a conversation taking many turns together. Adults will model how to start a conversation and how to develop pretend play. Children 	<ul style="list-style-type: none"> Phonics –Phase 1 Phonics, aspect 4 Rhythm and Rhyme. Some children will continue set 3 sounds in Phase 2. When listening to stories, children will be able to point to the pictures and words and discuss the simple things that are happening within in the story. Adults will model and encourage good listening and responding to others during carpet sessions and during child-initiated play. Adults will encourage the children to interact with each other and hold a conversation taking many turns together. They will be shown how to start a conversation and how to further develop their pretend play. Adults will model how to say specific speech sounds that the children are struggling with and ensure constant reinforcement is undertaken to enable the children to say the speech sounds correctly. Carpet sessions will allow ample opportunities for children to speak, particularly to the children around them. 	<ul style="list-style-type: none"> Phase 1 and 2 Phonics scheme will continue to be delivered. We will listen to and learn stories, songs and rhymes related to the topic. When listening to songs and stories children will listen with increasing attention and recall. Children will be given opportunities to order the key events in a story and use role play in provision to act out stories they have been reading. We will continue to listen to each other 1:1 or in small groups (partner work) and learning about what makes a good listener. We will learn how to respond to instructions of two parts when planting our beans. We will begin to use more complex sentences to link thoughts and ideas about the bean plants and chick eggs (e.g. using and or because). To retell past events linking to them growing up and history as well as events regarding the chicks connecting ideas, explaining and anticipating what might happen. 	<ul style="list-style-type: none"> Phase 1, 2 and 3 phonics scheme will continue to be delivered. Upper Phase 2/3 will be reading and writing CVC words. We will listen to and learn stories, songs and rhymes related to animals and use these in independent play to elaborate ideas. We will continue to learn new stories, working on retelling, story ordering/acting out and simple retrieval questions. We will continue to listen to each other 1:1 or in small groups (partner work) and learning about what makes a good listener. The children will begin to listen more attentively to one another and give appropriate responses. We will extend our vocabulary and sentences when talking about story events, characters and settings and predicting how they might end. Will it be happy or sad? Who can think of a happy/sad ending? We will answer who, what and where questions in response to the stories studied, demonstrating our understanding. We will also continue to work on using talk to connect 	<ul style="list-style-type: none"> Phase 1, 2 and 3 phonics scheme will continue to be delivered. Upper Phase 2/3 will be reading and writing CVC words. We will listen to and learn stories, songs and rhymes related to the new theme and use these in independent play to elaborate ideas. We will continue to learn new stories, working on retelling, story ordering/acting out and simple retrieval questions. We will continue to listen to each other 1:1 or in small groups (partner work) and learning about what makes a good listener. The children will begin to listen more attentively to one another and give appropriate responses. We will extend our vocabulary and sentences when talking about story events, characters and settings and predicting how they might end. Will it be happy or sad? Who can think of a happy/sad ending? We will answer who, what and where questions in response to the stories studied, demonstrating our understanding. We will also continue to work on using talk to connect ideas

Individually Strong, Collectively Stronger!



English

<ul style="list-style-type: none"> • Children will begin to start saying how they are feeling, using actions and words to describe and name emotions. • Adults will model how to say specific speech sounds that the children are struggling with and ensure constant reinforcement is undertaken to enable the children to say the speech sounds correctly. 	<p>will begin to develop this in free-flow provision.</p> <ul style="list-style-type: none"> • Adults will model how to say specific speech sounds that the children are struggling with and ensure constant reinforcement to enable the children to say the speech sounds correctly. • We will name a range of vehicles and talk about which ones we have travelled in and who we were with on that journey. 	<ul style="list-style-type: none"> • We will listen to stories, songs and rhymes related to the topic and listen with increasing attention and recall. • The children will learn new language and developing the length and structure of their sentences, particularly when explaining characters' actions/ feelings and intentions. • Children will develop their ability to answer 'why' questions in response to the characters within our texts and use the word 'because' to explain our understandings. <p>Children will further refine their understanding of who, what, where and when questions when reading stories as a class.</p>	<ul style="list-style-type: none"> • We will lengthen our vocabulary and sentences when talking about story events, characters and settings and predict how they might end. Will it be happy or sad? Who can think of a happy/sad ending? • We will answer who, what and where questions in response to them, demonstrating our understanding. Some children will begin to think about how to answer why questions. 	<p>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?). We will talk about what our favourite animal is and why.</p> <ul style="list-style-type: none"> • We will talk in longer, accurate sentences to describe animal prints and textures using adjectives and new vocabulary. • During our literacy starters, we will revisit prepositional language. I will ask the children where the animals are hiding and they will tell me using such vocabulary. 	<p>around the stories, using the word because to explain things further and lengthen our sentences (why did Bernard's Mum say not now!?).</p> <ul style="list-style-type: none"> • We will talk in longer, accurate sentences when reciting parts of the story from The Gruffalo in song. • We will continue learn stories carefully so that we can retell and discuss them.
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