







Communication and Language			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Exploring Autumn/ Let's Explore/ Build it Up/ Christmas	Winter: Winter Wonderland/ Starry Night	Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring	Animals: Animal Safari/ Creep, Crawl and Wiggle	Water: Sunshine and Sunflowers, Splash, On the Beach
<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 1This 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. 	<ul style="list-style-type: none"> To use new vocabulary that I have learnt in my speaking. To express their ideas and feelings about experiences using sentences containing four to six words, articulating most sounds and words. To begin to offer simple explanations for why things happen. To speak in short sentences sharing my ideas. To use new vocabulary to share ideas and create new ideas. To use new vocabulary in my play and learning to share ideas. To join in with songs and rhymes. To show enjoyment in listening to longer stories and can remember much of what happens. To describe what, why, how something is made and compare it. To begin to offer simple explanations for why things happen. To demonstrate an awareness of what has been read to them by retelling stories in their play using props. 	<ul style="list-style-type: none"> To participate in discussions, take part in pretend play and develop stories using props to organise their play. To use simple sentences to discuss and share ideas about what they are doing. To speak in 5-6 word sentences using new vocabulary that they have learnt. To describe how the weather, plants and animals of one place is different to another using simple geographical terms. To talk about what happen in a text and what might come next. To begin to remember and repeat key phrases and refrains from well-known stories and narratives. To use sentences that are understood by adults and peers. To retell a simple past event in correct order. To begin to express a point of view and to talk about when they disagree with an adult or a friend, using words and or actions which are appropriate. 	<ul style="list-style-type: none"> To listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns. To use sentences and familiar phrases to share experiences and ideas. To join in with repeated refrains, familiar words and phrases from key texts. To use new vocabulary to explore ways of organising and sharing thoughts and ideas with others. To use and apply new vocabulary to support and develop their understanding of animals and their young. To participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. To enjoy listening to longer stories and can remember much of what happens. To use talk to share their ideas in 4-6 word sentences. To express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> To take part in discussions, pretend play and develop stories using props to organise themselves and their play. To use new vocabulary to talk about minibeasts and habitats. To communicate their ideas as they are creating artwork. To engage in story-times using props or pictures. To listen to others in one-to-one or small groups, when conversation interests them. To learn and sing songs and rhymes as part of a larger group. To listen to and talk about stories to build familiarity and understanding using storytelling language such as 'In the beginning', 'after that', 'the end'. To begin to use recently introduced vocabulary to talk about the principal characters in stories. To express their feelings about their experiences using sentences containing 4-6 words, articulating most sounds. 	<ul style="list-style-type: none"> To confidently engage in extended conversations with peers about stories and make links to other familiar stories. To discuss how plants need air, sunlight, warmth, water, soil to grow. To use props and pictures during storytelling to help retell and create own stories. To use sentences of 6-8 words about their observations about living things in the local environment and the butterfly lifecycle. To continue to develop their communication, but may continue to have problems with irregular tenses and plurals. To express their ideas and feelings using sentences containing four to six words, articulating most sounds and simple words. To begin to explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Encourage the children to interact with each other and hold a conversation taking many turns together. • 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. 	<ul style="list-style-type: none"> • To participate in discussions, take part in pretend play and develop stories using props to organise their play. • To talk about their own interests, needs and opinions. • To listen with increased attention to sounds. • To listen with increased attention to and can recognise sounds. • To begin to develop their phonological awareness to hear and discriminate between the same and different sounds. • To show an understanding of prepositions by carrying out an action or selecting the correct picture. • To talk and listen to others in small groups. • To listen to stories with sustained attention and can remember much of what happens. 	<ul style="list-style-type: none"> • To understand and ask 'why' questions and a variety of two-part questions. • To begin to understand the use of objects. • To extend their vocabulary by exploring and using a wide range of new words. • To listen with increased attention to sounds. • To join in with others in one-to-one or small groups, when conversation interests them. • To begin to use more complex sentences to link thoughts and share ideas. 	<ul style="list-style-type: none"> • To sing along to a range of music and songs in a group and independently. • To begin to use new vocabulary to share their ideas. • To use talk to describe and explain what happens and why. • To use new vocabulary to explore ways of organising and sharing thoughts and ideas with others. • To show attentive listening and understanding by answering who, what and some where questions. 	<ul style="list-style-type: none"> • To understand questions and ask questions to find out more. • To speak using adjectives to describe what they can see. • To begin to retell a simple past event in the correct order. • To use vocabulary to talk about the principal characters in stories, setting and events. • To begin to connect one idea or action to another using and. • To develop their communication, but may continue to have problems with irregular tenses and plurals. • To begin to describe events and activities in detail. • To use sentences to express a point of view and to debate with an adult or a friend, using words as well as actions. • To listen to others when conversation interests them. 	<ul style="list-style-type: none"> • To talk about a place they want to visit in detail. • To listen intently to others in one-to-one or small groups. • To extend their vocabulary by exploring and using a wide range of new words in different places and in their play. • To talk about the sounds they hear and what they feel it creates. • To know rhymes, to talk about familiar books and to tell a long story. • To talk about their observations using simple scientific vocab. • To name the features and what can be found in a rock pool. • To listen and respond to music when they hear them. • To learn and enjoy rhymes by heart. • To engage in conversations with extended sentences about stories. • To ask questions to their peers and friends to gain information to help them create something as a team.
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