

<p><u>Communication and Language</u> <u>Understanding</u></p>	<p>Nursery Skills</p>	<p><u>Development Matters 30-50months</u> Understands use of objects (e.g. "What do we use to cut things?") <ul style="list-style-type: none"> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. </p>	<p>Reception Skills</p>	<p><u>Development Matters 40-60months</u> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. <ul style="list-style-type: none"> Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. </p>
<p>Autumn 1 Environment</p>	<p>To find objects from around the classroom</p> <p>To identify simple body features</p> <p>To find or points to familiar objects</p>	<p>Clearly labelled areas</p> <p>Clearly defined areas e.g. role play area, maths table</p> <p>Individual display for each child</p> <p>Parts of the body</p> <p>Skeleton</p>	<p>To be aware of time in relation to past, present and future, e.g.</p>	<p>Topic: <i>We've Got the Whole World in our Hands</i></p> <p>Clearly defined areas</p> <p>Easily identifiable areas - role play, construction, writing</p> <p>Home corner</p>
<p>Activities</p>		<p>Find out from parents how children make themselves understood at home; confirm which their preferred language</p> <p>Children can draw their self-portrait using a mirror and talk about the different body parts</p> <p>Children will choose their own resources they are interested in and adults will follow their interests</p> <p>Key Vocabulary: body, face,</p>	<p>To respond to instructions involving a two-part sequence linked to objects in the classroom</p>	<p>Copying actions from yoga or dance videos</p> <p>What did you do in the holidays? Children discuss during carpet time what they did in the holidays and at the weekend</p> <p>Children will learn and discuss objects from different countries</p> <p>Children will learn about traditions and celebrations both past and present</p> <p>Children to show and tell anything from the past</p> <p>Key Vocabulary: yesterday, today,</p>

What you will see		Children exploring environment - possibly sticking to 1 or 2 areas		Children exploring different areas of the classroom Children responding to instructions appropriately Children working as a team - to build a tower and follow key instructions
<u>Autumn 2</u> Environment	To understand simple everyday instructions with visual prompts for example 'get your coat' (whilst pointing to coat) To understands instructions with fewer clues e.g. 'get your shoes' (without pointing at or looking at the shoes)	Home corner role play Clearly labelled areas Clearly defined areas e.g. role play area, maths table Makaton signs on display Peg picture and names Visual timetable	To understands instructions containing sequencing words; 'first... after... last'	Topic: Let's Celebrate Role play areas - linked to a theme Clearly defined areas Range of key texts available around the classroom Access to props Classroom rules and routines
Activities		Using simple Makaton signs to support with understanding Children will use the visual timetable to support children with what is next and make links e.g. break time = coat on Adults modelling clear language in simple sentences to start and progressively extend their language Key Vocabulary: coat, shoes, get, your,		Children to use Bee-bots to navigate the correct directions Children have set instructions to follow Children look at stories and the structure during snack and story time Children will be learning the classroom rules and routines e.g. first you can take out a box of resources but after you have finished you must put them away Key Vocabulary: first, after, last
What you will see		Children following simple instructions Children becoming more independent when getting their belongings Children tidying up resources and putting them in the right places		Children listening and responding to instructions given Children tidying up resources and putting them in the right places
<u>Spring 1</u> Environment	To follow a series of two simple but related commands (Get your teddy)	Images of children completing simple jobs e.g. washing hands for independent snack Children's work linked to stories Children's scribed work	To follow a simple story without pictures or props	Topic: A Helping Hand Props in role play area for children to act out familiar stories Displayed key vocabulary to support creating a story

	and put it in the bag)	Individual pegs Book bag box		A range of simple storybooks and core texts
Activities	To understand pronouns I, me and you	Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. Children will get into the routine of at the beginning and end of their day they will get their book bag and their coat. Key Vocabulary: I, me, you, we		Teacher to read an book without pictures to the class for 10 minutes at the end of the day Children will act out simple stories linked to topic e.g. police officers or fireman Sam Children start to listen to audio story at the end of the day Key Vocabulary: story, picture, props
What you will see		Children following more complex/2 part instructions without as much adult support		. Children acting out their own stories through various role play both in and outside the classroom Children making up their own stories linked to small world characters
<u>Spring 2</u> Environment	To be able to select pictures of actions e.g. who is jumping? To develop understanding of prepositions To understand instructions containing sequencing words: 'first... after... last'	Images of children completing jobs e.g. using the right bin for snack. Display supporting children's understanding of how to use things e.g. junk modelling display on fixing materials together Construction resources and small world objects Core texts	To understand more complex open questions and answering appropriately	Topic: Let it Grow Children accessing a variety of open-ended activities effectively in order to support their understanding. Caterpillars and beans growing Topic table linked to growing Loose parts to build
Activities		Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand Adults asking children positional questions and instructions e.g. can you put the farm animals on first tray Children can retell basic stories using finger puppets		Children will be planting and growing beans which will be a prompt for children to be asking more questions Children will be observing the caterpillars changing over time and adults will be extending learning through questioning Children will learn and understand why and how certain things grow

		Children could make a stage outside and perform a show with different acts		Key Vocabulary: question, why, how, how
		Key Vocabulary: first, after, last, who, where		
What you will see		Children using prepositional language and exploring where things go/fit		Children will be asking and answering more complex questions to adult and their peers
Summer 1		Role play area with dry/wet items for children to explore	To answer how and why questions about their experience and events	Topic: Fairy Tales
Environment	To ask more What or who questions	Junk modelling different materials Feely table with different fabrics Basic board games		A range of books linked to topic Role play area Show and tell box
Activities	To be more aware of time in relation to past, present and future, e.g. 'today we are having banana, yesterday we had rice cakes. I wonder what we'll have tomorrow?' To understand more abstract concepts - soft, hard, smooth, rough, long, short, tall etc	Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. Board games for children to follow set of rules Adults to ask children key question about the past, present and future Interesting objects during snack time for children to ask questions about and adults to extend answer through key questioning Children using a range of loose parts outside to encourage different types of role play e.g. making a bus Key Vocabulary: today, tomorrow, what, who		Children can take part in show and tell items from home and other children are encouraged to ask questions about it Children can start to write their own stories and act them out linked to helicopter stories Children will take about what they did in the Easter holidays and adults and other peers will ask key questions Adult modelling key questioning daily to extend children's answers Key Vocabulary: how, why, holiday, weekend, family
What you will see		Children using resources independently for increasingly thoughtful play e.g. using a box as a pretend castle		Children will begin to ask and answer more complex question about themselves and things around them
Summer 2		Unusual objects / resources e.g. old camera	To answer how and why questions about stories	Topic: Under the Sea
Environment	Answering how and why questions	Playdough station for children to explore mixing		A range of fiction and nonfiction books linked to under the sea

	Understand and enjoys jokes and verbal incongruities	Reading more complex story line books		Junk modelling
Activities		<p>Adults using how and why questions to find out what children know</p> <p>Investigating</p> <p>Experimenting</p> <p>An interesting object on the snack table for children to explore and ask questions.</p> <p>Adult to read stories to children with funny quotes and more complex pictures for children to look at.</p> <p>Small world objects for the children to make up their own silly stories.</p> <p>Key Vocabulary: joke, how, why</p>		<p>Show and tell box</p> <p>Carpet time linked to how to stay safe at the beach- reading fiction and non-fiction books and allowing children time to ask questions.</p> <p>Reading a range of non-fiction books to the class about sea creatures</p> <p>Children to make their own sea creatures using junk modelling and adults/peers ask questions about the models.</p> <p>Children can take part in show and tell items from home and other children are encouraged to ask questions about it.</p> <p>Key Vocabulary: how, why, because</p>
What you will see		Children developing their understanding by asking questions of their peers and adults		Children will be extending their own knowledge by asking and answering how and why questions Adults will be using key questioning to extend learning.