

<p><u>C&L</u> <u>Listening and Attention</u></p>	<h2 style="color: purple;">Nursery Skills</h2>	<p style="text-align: center;"><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<h2 style="color: purple;">Reception Skills</h2>	<p style="text-align: center;"><u>Development Matters Curriculum 40-60m</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
<p style="text-align: center;"><u>Autumn 1</u></p> <p style="text-align: center;">Environment</p>	<p style="color: purple;">To know and responds to own name</p> <p style="color: purple;">To be able to listen to nursery rhymes</p>	<p style="color: blue;">Clearly defined areas</p> <p style="color: blue;">Resources for exploration</p> <p style="color: blue;">Free flow</p> <p style="color: blue;">Names and pictures of the children in the environment</p> <p style="color: blue;">Rules in the environment</p>	<p style="color: purple;">To listen to short stories</p> <p style="color: purple;">To talk about key events</p>	<p style="color: green;">Topic: <i>We've got the Whole World in Our Hands</i></p> <p style="color: blue;">Clearly defined areas</p> <p style="color: blue;">Resources for exploration</p> <p style="color: blue;">Free flow</p> <p style="color: blue;">Core books displayed in reading area and easily accessible</p> <p style="color: blue;">Stories from around the world</p>
<p style="text-align: center;">Activities</p>		<p style="color: green;">Singing nursery rhymes together, using props or actions when necessary</p> <p style="color: green;">Learning about our classroom rules</p> <p style="color: green;">Routines for nursery day e.g. snack time, washing hands</p> <p style="color: green;">My turn your turn activities</p> <p style="color: green;">Adults calling children's names for activities and during play</p> <p style="color: green;">Key Vocabulary: listen, sing, name</p>		<p style="color: green;">Reading stories at snack time</p> <p style="color: green;">My turn, your turn activities</p> <p style="color: green;">Talking about events that happened during the summer holiday</p> <p style="color: green;">Learning about short stories to do with starting school</p> <p style="color: green;">Key Vocabulary: turn, listen, sitting down,</p>

<p>What you will see</p>		<p>Recognises and responds to many familiar sounds, turning to look at a knock at the door</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained</p>		<p>Children sitting and listening to short stories</p> <p>Following directions and instructions to get to know the classroom e.g. put your book bag in your tray</p>
<p><u>Autumn 2</u></p> <p>Environment</p>	<p>To enjoy nursery rhymes and demonstrate listening by trying to join in with actions or vocalisations</p>	<p>Book area and core books displayed</p> <p>Small world activities</p> <p>Creative / painting activities</p> <p>Role play area</p> <p>Listening area where children can enjoy rhymes and stories</p>	<p>To maintain attention, concentration for short period of time</p> <p>To anticipate key events</p>	<p>Topic: Let's Celebrate</p> <p>Classroom rules displayed about how to be "Whole body listeners" during carpet time</p> <p>Key vocabulary and pictures to support around the classroom</p> <p>Visual timetable</p>
<p>Activities</p>	<p>To enjoy simple familiar stories read from a picture book</p>	<p>Singing a range of songs</p> <p>Story time whole class- with props and actions to support</p> <p>Small group story time</p> <p>Core books</p> <p>Activities linked to stories set up</p> <p>Story sacks and book packs out</p> <p>Children to use musical instruments during story time</p> <p>Key Vocabulary: sound, noise, music, listen, hear</p>		<p>Children listening to what is happening that day using the visual timetable as a prompt.</p> <p>Children sitting on the carpet for carpet learning 2/3 short sessions throughout the day</p> <p>Children to share their ideas during carpet time and talk to talk partners</p> <p>Looking and exploring core books</p> <p>Key Vocabulary: books, stories, questions, looking</p>
<p>What you will see</p>		<p>Children listening with interest to the noises adults make when they read stories</p> <p>Children showing interest in playing with sounds, songs and rhymes</p>		<p>Children talking about what they can see and hear in the classroom</p> <p>Children listening in small groups or during carpet sessions</p>

		Children using musical instruments in a range of ways		Children exploring core books in our book area
Spring 1	To be able to say a few nursery rhymes	Mystery boxes	To be able to respond to what they hear with relevant comments, questions and actions	Topic :A Helping Hand Objects on activities linked to topic e.g. emergency vehicles, small world objects
Environment	To attend to communications addressed to self	Self-portraits linked to observations of their face Nursery rhyme props A range of resources for children to independently access		Show and tell box Role play area linked to topic
Activities	To make comments to caregiver on objects or events of interest	Mystery objects children explore a mystery object and adults use questioning key words to extend learning What's in the box games - adding objects in a locked box 'All about me' photos from home - where children talk about photos they have brought in Key Vocabulary: photo, family, object		Adults will be extending children's questioning using the key words displayed in the classroom Show and tell photos from home -children questing their peers Table top activities set up linked to relevant learning and topics - children will set up their own activities in response to the learning taking place Children speaking to visitors such as police officers and firefighters for the topic asking relevant questions Key Vocabulary: who, how, why, where
What you will see		Children having simple conversations about what they are doing with each other Children listening to stories and asking to hear favourite stories again Children know several nursery rhymes to repeat and sometimes sing		Children having extended conversations about what they are doing with each other Children speaking to adults and listening and responding appropriately Children understanding the learning and using it to question events

<p><u>Spring 2</u></p> <p>Environment</p>	<p>To use a physical or verbal prompt in order to switch attention to looking and listening if engrossed in play</p>	<p>Book area and core books displayed</p> <p>Small world activities</p> <p>Creative / painting activities</p> <p>Role play area</p> <p>Listening area where children can enjoy rhymes and stories</p>	<p>To be able to give attention to what others say and respond appropriately</p>	<p>Topic: Let it Grow</p> <p>Show and tell box</p> <p>Role play area linked to topic</p> <p>Growing beans and other plants</p> <p>Caterpillars growing</p> <p>Small worlds set by adult and children</p>
<p>Activities</p>		<p>1:1 activities</p> <p>Small group activities</p> <p>Basic board games, your turn - my turnn</p> <p>Team building games e.g. making a boat outside</p>		<p>Small group activities</p> <p>P.E lessons -team building</p> <p>Children growing beans and plants in groups</p> <p>Children observing the caterpillars changing and children completing activities linked</p> <p>A school trip to the Wetlands Centre</p>
<p>What you will see</p>		<p>Children are able to describe present activities and past experiences</p> <p>Key Vocabulary: yesterday, today</p>		<p>Children speaking about their environment confidently and responding to others</p> <p>Key Vocabulary: look, classroom, activity</p>
<p><u>Summer 1</u></p> <p>Environment</p>	<p>To begin to listen with obvious interest to more general conversation</p>	<p>Book area and core books displayed</p> <p>Small world activities</p> <p>Creative / painting activities</p> <p>Role play area</p> <p>Listening area where children can enjoy rhymes and stories</p>	<p>To use two channelled attention- doing and listening</p>	<p>Topic: Fairy Tales</p> <p>Show and tell box</p> <p>Role play area</p> <p>small world activities set up by adults and children</p> <p>A range of key texts</p>

<p>Activities</p>		<p>1:1 activities</p> <p>Small group activities</p> <p>Team building games e.g. making a boat outside</p> <p>Carpet time where children can share ideas</p> <p>Children to listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.</p> <p>Key Vocabulary: listen, talk,</p>		<p>Children are able to do and follow a instructions at the same time e.g. during a small focus group</p> <p>PE lessons weekly</p> <p>Outdoor area lose parts - children building a range of things together</p> <p>Board games and other maths games e.g. snakes and ladders or connect</p> <p>Children using small world to create story lines with other children - adults co- playing to support this</p> <p>Key Vocabulary: instruction</p>
<p>What you will see</p>		<p>Children talking at length with adults and other children about what they are doing</p>		<p>Children will be able to talk about what they are doing whilst doing it</p> <p>Children will be able to work and listen to an instruction at the same time</p>
<p>Summer 2</p> <p>Environment</p>	<p>To be able to make comments about what happens in stories</p>	<p>Book area and core books displayed</p> <p>Small world activities</p> <p>Role play area</p> <p>Listening area where children can enjoy rhymes and stories</p> <p>Puppets</p>	<p>To listen and noticing differences and responding</p>	<p>Topic: Under the Sea</p> <p>Show and tell box</p> <p>Role play area</p> <p>small world activities set up by adults and children</p> <p>A range of key texts</p>
<p>Activities</p>		<p>1:1 activities</p> <p>Small group activities</p> <p>Team building games e.g. making a boat outside</p>		<p>Through 1:1 activities</p> <p>Through small group activities</p> <p>Small world and role play linked to topic e.g. an aquarium</p>

		<p>Using sand timers to help extend concentration for children who find it difficult to focus their attention on a task.</p> <p>Children can create their own puppets and make a puppet show outside</p> <p>Key Vocabulary: look, team, focus</p>		<p>Through lessons linked to topic e.g. sea animals/growing</p> <p>Adults modelling instructions of activities before children attempting them</p> <p>Key Vocabulary: Difference, change</p>
What you will see		<p>Children talking at length with adults and other children about what they are doing</p>		<p>Children will be able to talk about what they are doing whilst doing it</p> <p>Children will be able to work and listen to an instruction at the same time</p>