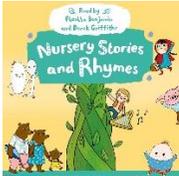


Communication and Language			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Journeys & Transport	Familiar Stories	Growth and Change	Amazing Animals	Let's Pretend
<ul style="list-style-type: none"> - Learn the names of their peers and teachers through circle games and songs. - Listen to stories, songs and rhymes related to the topic. - Making a class Alphabet book including names of children, things in the classroom. - Model listening to others during carpet sessions and during child initiated play 	<ul style="list-style-type: none"> - 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. - Building up vocabulary that reflects the breadth of experiences and giving them the opportunity to ask questions of others. - 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. - New songs around the topic, learning about different vehicle and their purpose. - Develop their listening and attention skills by listening to stories and joining in with key phrases, filling in gaps. 	<ul style="list-style-type: none"> - Model listening to others during carpet sessions and during child initiated play - Listen to stories, songs and rhymes related to the topic. Listen with increasing attention and recall-story ordering/acting. - Listen to each other 1:1 or in small groups - Model listening to others during carpet sessions and during child initiated play - To respond to simple instructions told by the giant/gingerbread man - Beginning to use more complex sentences to explain characters' actions/feelings and intentions - Can retell parts of the story using past tense - To anticipate what might happen next within the stories 	<ul style="list-style-type: none"> - Listen to stories, songs and rhymes related to the topic. - Listen with increasing attention and recall-story ordering/acting. - Listen to each other 1:1 or in small groups (partner work). - Model listening to others during carpet sessions and during child initiated play. - Respond to simple instructions-when planting. - Beginning to use more complex sentences to link thoughts (e.g. using and, because). - 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 	<ul style="list-style-type: none"> - Use the language from the stories to retell them through role play. - Build up our vocabulary by referring to the texts we have read as well as answering 'who', 'what' and 'where' questions. - Use books to continue to work on focusing our attention during carpet sessions and when working in small groups. - 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). - Talk about what our favourite animal is and why. - Describe animal prints and textures. 	<ul style="list-style-type: none"> - Listen to stories, songs and rhymes related to the topic. - Listen with increasing attention and recall-story ordering/acting. - Take turns to listen to each other 1:1 or in small groups, learning about how to be a polite listener and respond appropriately. - These skills will be modelled to the children during carpet sessions and during child initiated play - 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 - Use different tenses to talk about things we do with our families and events that have happened in our stories