Communication and Language
Autumn 1 – Once Upon a Time

Listening, Attention and Understanding	Speaking
See also Literacy Coverage; Comprehension Good sitting, good looking, good listening and good turn taking will be explicitly taught through Social Circle activities such as ring games, action songs, follow the leader games and speaking and listening games. **Good sitting- pupils will;** • focus attention • take turns **Good looking- pupils will;** • focus their attention onto a speaker • develop essential communication skills • demonstrate social respects and interest **Good listening- pupils will;** • listening attentively to spoken language • demonstrate social respect and interest • develops their understanding of language **Good turn taking** • develop essential social and communication skills • develop conversational skills • develop an awareness of others • strengthen relationships with peers These skills will be revisited and reinforced throughout the year. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and	Pupils will be exposed to a range of language rich texts from the Nursery Reading Spine. These texts will be read repeatedly to support pupil development of vocabulary and language structures. Pupils will engage in role play to retell familiar stories, some as exact repetition and sometimes in their own words. Pupils to develop their make believe and pretend play skills. They will have opportunities to explore engaging props, puppets, costumes and pictures to spark storytelling ideas. Pupils will engage in child-led sustained shared thinking during their play. They will work collaboratively with two or more people, using talk to help work out problems, organise thinking and to explain how things work. Pupils will use the nursery visual daily timetable to describe a familiar route. They will talk about patterns of events e.g. - 'first', 'then', 'after', 'before' - "every day we..." **Teaching of vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; • ugly

without interruption daily. These texts will be read repeatedly to support pupils understanding

and enjoyment.

Pupils will enjoy listening and respond to following key texts linked to the topic 'Once Upon a
Time'
- 3 Little Pigs- *Traditional Tail*
- 3 Billy Goats Gruff- *Traditional Tail*

Puppets, soft toys, and real objects will be used as props to support understanding of stories and

texts.

Pupils will learn the following songs to support their understanding of key stories;

- Knock, Knock Went the Wolf
- Poor Three Little Pigs
- Pigs where are you?
- The Wise Pig
- Out Jumps the Troll
- Over the Bridge

Pupils will be asked a range of simple questions based on level 1 of Blank's Levels of

Questioning. These questions will focus on objects in their immediate environment and require

concrete thinking. For example;

- What can you hear?
- What did you touch?
- What is this? (Pointing to object)
- Who is this?   (Pointing to person)
- What is _____ doing?
- Say this "___" (Imitation)
- What did you see? (Remembering items in books)

- home
- kind
- build
- strong
- bad
- clever
- puff

Each word will be introduced and taught in a whole class group following the STAR approach

(select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils will explore the following concepts using Concept Cat stories;
- hard
- top

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Autumn 2- Eyes, Nose, Fingers and Toes

Listening, Attention and Understanding	Speaking
The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment. Pupils will enjoy listening and respond to following key texts linked to the topic 'Magnificent Me'; - Eyes, Nose, Fingers and Toes- *Judy Hindley* - Itchy Bear- *Neli Griffiths* - Kippers Birthday- *Mick Inkpen* Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts. Pupils will be asked a range of simple questions based on level 1 of Blank's Levels of Questioning. These questions will focus on objects in their immediate environment and require concrete thinking. For example; - What can you hear? - What did you touch? - What is this? (Pointing to object) - Who is this? (Pointing to person) - What is _____ doing? - Say this "___" (Imitation)	Through the story Kippers Birthday pupils will learn about birthdays, and that this is a special time which can be celebrated. They will describe familiar events in some detail, taking about their own experiences and sharing ideas. Pupils will be invited to bring photographs from past celebrations in to school. They will use these to talk about their own experiences. Pupils will develop their pretend play skills. They will explore props and costumes linked to birthdays and celebrations to spark their storytelling ideas and enabling them to talk about their own experiences. Pupils will engage in child-led sustained shared thinking during their play**.** They will work collaboratively with two or more people, using talk to help work out problems and organise thinking and activities and to explain how things work. Pupils will explore a range of artefacts such as a Christmas tree They will be prompted to talk about them by being asked; What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?" Pupils will be exposed to a wide range of language rich texts from the Nursery Reading Spine.

• What did you see? (Remembering items in books)	These texts will be read repeatedly to support pupil development of vocabulary and language structures. **Teaching of vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; • celebrate • present • invite • open • wrap • flat • friend • family • round • inside Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through; • Symbols: Link it to a visual • Phonology (sound): clap, say out loud • Semantics (meaning): tell a short story that emphasises the word's meaning • Sentence: adult puts the word into a sentence • Action: act it out • Song: use a song or rap • Word wall: put the word onto a word wall Pupils will explore the following concepts using Concept Cat stories; • different

	Pupils will learn new vocabulary linked to key texts and be encouraged to use new vocabulary throughout the day. They will learn to names parts of the body; eyes, nose, mouth, lips, toes and fingers, thumbs, head, neck, arms, legs, shoulders and knees through the text 'Eyes, Nose, Fingers and Toes'. Pupils will explore a range of early verbs such as; drink, sleep, jump, run, sit, wash, eat, brush, look, smell, listen, yawn, clap, laugh and sing (vocabulary taken from the key text 'Eyes, Nose, Fingers and Toes')
	Pupils will learn the following songs to embed topic vocabulary; • If You're Happy and You Know It • Head, Shoulders, Knees and Toes One Little Finger • Hokey-Kokey

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Spring 1- Old McDonald Had a Farm

Listening, Attention and Understanding	Speaking
The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment. Pupils will enjoy listening and respond to following key texts linked to the topic 'Old McDonald Had a Farm'; • The Ginger Bread Man- *Traditional Tail* • Duck in the Truck- *Jez Alborough* • A Squash and a Squeeze- *Julia Donaldson* Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on objects which are known to them, but are not necessarily visible at time of questioning. These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example; • What happened? • Who/what/where is _____? (Remembering information)	Pupils will be exposed to a wide range of language rich texts from the Nursery Reading Spine. These texts will be read repeatedly to support pupil development of vocabulary and language structures. Children will also revisit familiar stories in the reading area and at daily story times. Pupils will learn new vocabulary linked to key texts and be encouraged to use new vocabulary throughout the day. Pupils will explicitly learn the names of the following farm animals; cow, pig, duck, sheep, goat, hen Pupils will explore a range of different animal features; tail, legs, snout etc. Pupils will explore a range vocabulary which can be used to describe animals e.g.; furry, soft, hairy, big, little, fat, long, small, large, short, tall, thin, spotty, stripy. This vocabulary will also be used across a range of different contexts. Children will engage in child-led sustained shared thinking during their play**.** Pupils will work collaboratively with two or more people, using talk to help work out problems and organise thinking and activities and to explain how things work. Pupils will develop their ability to informally describe shape pictures they have made using mathematical language such as: 'sides', 'corners'; 'straight', 'flat' and 'round'. **Teaching of vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; • long

- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel? - Identifying object functions: o E.g. Show me the one we use for _____. - How are these different? - Tell me something that is a type of _____. (Naming object from category) Pupils will learn the following songs to support their understanding of the story The Gingerbread Man; - Gingerbread Man on the Run	- short - thin - soggy - sly - old - out - throw - catch - straight - curved Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through; - Symbols: Link it to a visual - Phonology (sound): clap, say out loud - Semantics (meaning): tell a short story that emphasises the word's meaning - Sentence: adult puts the word into a sentence - Action: act it out - Song: use a song or rap - Word wall: put the word onto a word wall Pupils will learn the following songs to support their understanding of the topic; - Old McDonald Had a Farm - Cows in the Kitchen

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Spring 2- Teddy Bear Picnic

Listening, Attention and Understanding	Speaking
The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment. Pupils will enjoy listening and respond to following key texts linked to the topic 'Teddy Bear Picnic; - We're Going on a Bear Hunt- *Michael Rosen and Helen Oxenbury* - Where's my Teddy- *Jez Alborough* Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts Pupils will develop their understanding of positional vocabulary through singing the position song 'on in under *clap* *clap* *clap*'. They will be invited to place objects in the corresponding locations e.g.- in the box/ under the box/ on the box etc. Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on objects which are known to them, but are not necessarily visible at time	Pupils will develop their ability identify and describe the position of a bear using positional language Pupils will discuss routes and locations. They will go on a hunt in the outdoor environment to locate a hidden bear and set up their own treasure hunts following interesting pathways. They will develop their ability to describe their route and give directions to each other. Pupils will be exposed to a wide range of language rich texts from the Nursery Reading Spine. These texts will be read repeatedly to support pupil development of vocabulary and language structures. Pupils will engage in child-led sustained shared thinking during their play**.** Pupils will work collaboratively with two or more people, using talk to help work out problems and organise thinking, activities and to explain how things work. Pupils will develop their oral story telling skills, using drama to act out familiar stories and create their own stories. They will have access to story stacks, story stones, and pictures, props to encourage independent retelling of familiar texts and create their own stories. **Teaching of vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; down

of questioning. These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example;

- What happened?
- Who/what/where is _____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions: o E.g. Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

Pupils will learn the following songs to support their understanding of the story 'Were Going on a Bear Hunt';

- Who Lives in a Cave?
- Here we go on a Big Bear Hunt
- Through a Cave
- Are You Looking For a Bear?

- up
- over
- off
- though
- quiet

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;

- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils will explore the following concepts using Concept Cat stories;
- in front
- behind

Pupils will explore key concepts such as position and size. They will hear and use these words across a range of contexts;

Positional language; down, in, on, up, under, out, off, near, over, behind, in front of, though, inside, outside, to next to, top.

Size; big, little, fat, long, small, biggest, large, short, tall, thin, bigger, fattest, heaviest, longest, smallest

Pupils will learn the following songs to embed prepositional vocabulary
- Where's the Monkey? (Kids TV123)

	• Put your Beanbag/ Playdough…

Communication and Language	
Summer 1 – Amazing Animals	
Listening, Attention and Understanding	**Speaking**
The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced. Pupils will play 'Don't Wake the Monkey', where they will attempt to pass a noise maker (such as a tambourine) around the circle as quietly as possible. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment. Pupils will enjoy listening and respond to following key texts linked to the topic 'Amazing Animals' - Monkey Puzzle- *Julia Donaldson* - Walking Through the Jungle- *Julie Lacome* Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on objects which are known to them, but are not necessarily visible at time	Linking to the story Monkey puzzle, pupils will try describe someone they know. Their peers will attempt to guess who they are describing. Pupils will be exposed to a wide range of language rich texts from the Nursery Reading Spine. These texts will be read repeatedly to support pupil development of vocabulary and language structures. Pupils will engage in child-led sustained shared thinking during their play**.** Pupils will work collaboratively with two or more people, using talk to help work out problems and organise thinking, activities and to explain how things work. Pupils will develop their oral story telling skills, using drama to act out familiar stories and create their own stories. They will have access to story stacks, story stones, and pictures, props to encourage independent retelling of familiar texts and create their own stories. **Vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; - crawl - climb - large - colourful - sharp

of questioning. These questions will also involve analysis such as grouping objects, describing

and understanding object functions. For example;

- What happened?
- Who/what/where is _____? (Remembering information)
- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions: o E.g. Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

- stripy
- empty

Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through;
- Symbols: Link it to a visual
- Phonology (sound): clap, say out loud
- Semantics (meaning): tell a short story that emphasises the word's meaning
- Sentence: adult puts the word into a sentence
- Action: act it out
- Song: use a song or rap
- Word wall: put the word onto a word wall

Pupils will explore the following concepts using Concept Cat stories;
- noisy

Pupils will learn the name of a range of animals including; monkey, butterfly, caterpillar

elephant, snake, spider, parrot, frog, bat, tiger, lion and crocodile

Using the book 'Walking through the Jungle' pupils will explore a range of verbs including;

walking, creeping, running, leaping, swinging, and wading. This vocabulary will also be used

across a range of different contexts.

Pupils will explore a range of different animal features; tail, trunk, legs, wings etc. They will then

use negatives to describe the 'absence' or non-existence of a feature e.g. 'which animal has no

trunk?

| | Children will build models using solid 3D shapes- they will talk informally about shape properties and using some mathematical vocabulary such as 'sharp corner', 'pointy' or 'curvy' 'sides', 'corners'; 'straight', 'flat', 'round'. |
| | Children will listen to and then learn the song 'The Animal Boogie' (Fred Penner book) to develop their vocabulary around animals. |

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Summer 2- Wiggle and Grow	
Listening, Attention and Understanding	**Speaking**
The skills required for good sitting, good looking, good listening and good turn taking will be revisited and reinforced. Pupils will hear a range of texts and stories, from the Nursery Reading Spine, read fluently and without interruption daily. These texts will be read repeatedly to support pupils understanding and enjoyment Pupils will enjoy listening and respond to following key texts linked to the topic 'Wiggle and Grow' • The Very Hungry Caterpillar- *Eric Carle* • Jack and the Beanstalk- *Traditional Tail* Puppets, soft toys, and real objects will be used as props to support understanding of stories and texts Pupils will be asked a range of questions based on level 2 of Blank's Levels of Questioning. These questions will focus on objects which are known to them, but are not necessarily visible at time of questioning. These questions will also involve analysis such as grouping objects, describing and understanding object functions. For example; • What happened? • Who/what/where is _____? (Remembering information)	Pupils will be exposed to a wide range of language rich texts from the Nursery Reading Spine. These texts will be read repeatedly to support pupil development of vocabulary and language structures. Pupils will engage in child-led sustained shared thinking during their play**.** Pupils will work collaboratively with two or more people, using talk to help work out problems and organise thinking, activities and to explain how things work. Pupils will develop their oral story telling skills, using drama to act out familiar stories and create their own stories. They will have access to story stacks, story stones, and pictures, props to encourage independent retelling of familiar texts and create their own stories Pupils explore technological toys, such as Bee-Bots and the remote-control cars. Pupils will explore routes and describe routes they took using their bee bot e.g. 'first I went forward, then I went backward, now I'm going next to…' **Vocabulary** Pupils will be explicitly taught the following Tier 2 vocabulary and concepts; • Grow • tall • change • shake

- Describe characteristics of objects: E.g. What size/shape/colour is it? How does it taste/smell/feel? - Identifying object functions: o E.g. Show me the one we use for _____. - How are these different? - Tell me something that is a type of _____. (Naming object from category)	- heavy - golden - forward Each word will be introduced and taught in a whole class group following the STAR approach (select, teach, activate, review) Pupils will explore each word through; - Symbols: Link it to a visual - Phonology (sound): clap, say out loud - Semantics (meaning): tell a short story that emphasises the word's meaning - Sentence: adult puts the word into a sentence - Action: act it out - Song: use a song or rap - Word wall: put the word onto a word wall Pupils will explore the following concepts using Concept Cat stories; - noisy Children will build models using solid 3D shapes- they will talk informally about shape properties and using some mathematical vocabulary such as 'sharp corner', 'pointy' or 'curvy' 'sides', 'corners'; 'straight', 'flat', 'round'. Pupils will learn and sing the song 'There's a Tiny Caterpillar on a Leaf' to support the understanding of the story 'The Very Hungry Caterpillar' and embed vocabulary around the lifecycle of a caterpillar/ butterfly. Pupils will learn the song 'Beanstalk Growing Tall' and 'I'm a Little Bean' to develop their vocabulary around plants and growing.