

Communication and Language Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
Nursery Skills	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about</p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand (communication and pronunciation).</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To engage in song, stories and rhymes sessions.</p> <p>To be able to answer questions and share opinions using the relevant</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p>

	<p>Develop communication that can be understood by others.</p> <p>To enjoy listening to stories.</p>	<p>them and why they are celebrated.</p> <p>To listen to, and follow, simple instructions.</p>	<p>To listen to, and follow, simple instructions and respond to questions appropriately.</p> <p>To be able to pay attention to more than one thing at a time (say and do).</p>	<p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow, simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To retell a simple story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To be able to express their point of view.</p>	<p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>To be able to demonstrate a wide and varied vocabulary.</p> <p>To sing a repertoire of songs and rhymes.</p>
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<p>Nursery Knowledge</p>	<p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p> <p>To be able to answer simple questions.</p> <p>To be able to talk freely to adults and peers.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p> <p>To be able to ask and answer simple questions.</p> <p>To be able to use talk to ask for help.</p>
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Reception Skills	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p> <p>To learn new vocabulary.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>Use talk for social situations and with key social phrases (e.g. good</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p> <p>To be able to ask and answer questions.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To be able to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To be able to order a range of life cycles.</p> <p>To use learnt vocabulary in context.</p>	<p>To be able to give facts about a specified subject.</p> <p>To be able to use their imagination to develop their individual creativity.</p> <p>To be able to describe the difference between fiction and non-</p>

	To know the importance of listening.	morning).			To begin to research using a search engine. To describe habitats.	fiction.
Reception Knowledge	To know about others. To know familiar songs. To describe different story and non-fiction texts.	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.	To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To name and sort a range of living things. To know different life cycles. To be able to talk about different habitats. To engage in meaningful	To know a range of facts. To engage in meaningful conversations with others. To be able to differentiate between real life and imaginary scenarios. To be able to use a

					conversations with others. To be language rich.	range of connectives freely.
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