



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Where do we Live?	Come Outside	Fun at the Seaside
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth Interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p>Daily Story Time</p> <p>Vocabulary (including but not limited to)</p> <ul style="list-style-type: none"> ◊ Explaining – because, so, it might be ◊ Sequencing – first, then, next, after that, finally, before ◊ Topic and Curriculum Words ◊ Social Phrases – good morning, welcome, how are you! ◊ Storytelling words – once upon a time, a long time ago. ◊ Predicting – I think, it could be, maybe. 	<p>Welcome to EYFS Settling in activities.</p> <p>Making friends through play.</p> <p>Children talking about experiences that are familiar to them–beginning to use well formed sentences.</p> <p>Expressing/understanding feelings and emotions.</p> <p>Sharing facts about me!</p> <p>Model talk routines and active listening through the day.</p> <p>Introduce new vocabulary and repeat throughout the week.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Sharing familiar stories and traditional tales.</p> <p>Introduce Nelly.</p>	<p>Tell me a story! Develop vocabulary and repeat throughout the week.</p> <p>Tell me a story – retelling stories answering who, where and when questions.</p> <p>Introduce story language–sequencing words.</p> <p>Following instructions–2/3 part.</p> <p>Takes part in group discussions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose familiar books that will develop their vocabulary. Learn new rhymes, poems and songs.</p>	<p>Tell me why! Beginning to use more connectives when communicating.</p> <p>Begin to answer how and why questions.</p> <p>Retell a story using story language.</p> <p>Ask children questions to find out more and to check they understand what has been said to them.</p> <p>Begin to describe events in some detail–what did they do during the Christmas holiday!</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books and use new vocabulary.</p>	<p>Talk it through! Describe events in detail using time connectives.</p> <p>Discovering Passions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story.</p> <p>Understand more complicated words such as 'first', 'last', 'might', 'may be', 'above' and 'in between'</p> <p>Use talk to explain how things work and why they might happen.</p> <p>Sharing differences between homes and localities.</p>	<p>What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Take turns speaking in much longer conversations, understanding complex sentences.</p> <p>Children to describe how they did something in detail.</p> <p>To answer why questions.</p> <p>Begin to use their imagination to create stories–children to retell their stories.</p>	<p>Time to share! Show and tell–describing objects.</p> <p>Weekend news using some irregular, past tense verbs.</p> <p>Discovering Passions.</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Using sentences that are 8 words or more in length.</p> <p>Children to retell their made-up stories to others.</p>