



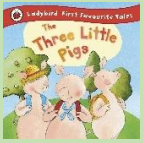



Pre-School Curriculum Overview



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Themes/ Interests of children	Marvellous Me Starting Pre-school Autumn / Halloween Family People who help us Teddy bears	Let's Celebrate Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Wonderful world Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Come Outside Life cycles Outdoors Gardening and flowers Spring Easter	Once upon a time Traditional tales Jack and the Beanstalk Garden Centres	Under the Sea Summer Hot environments Rock pools Mermaids / Pirates Seaside
Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Queenswood Trip	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	National Numeracy Day World Bee Day	Father's Day , Sports Day, Transition, Assessment
Visits/ Visitors and Events	<ul style="list-style-type: none"> Parents information evening Different members of the family invited in Grandparents Autumn walks in local grounds and Queenswood. Farm visit 	<ul style="list-style-type: none"> Write a letter to Santa and give it to the Postman. Parent/child Christmas craft afternoon. Harvest festival Winter walk Nativity performance Christmas Party 	<ul style="list-style-type: none"> A walk around the local area or a trip to the park and Church. Petting zoo in school. Chinese New Year celebrations Maths Day 	<ul style="list-style-type: none"> Spring walk Easter Egg hunt Tractor visit to the school. Visit to Little Owl Farm Park/Ask a farmer to visit Gardening day – invite parents/helpers to grow new plants in the setting 	<ul style="list-style-type: none"> Visit a library Local Author to visit the school or class to read a story to the children. Science Day 	<ul style="list-style-type: none"> Visit an aquarium Visit the beach Beach day in school e.g. dressing up, picnic.
Parental Involvement	<ul style="list-style-type: none"> All about me box / Show and tell box Parents reading stories in school WOW moments shared 	<ul style="list-style-type: none"> Parents Evenings Family celebration photos shared in school. Parents Christmas Craft session <ul style="list-style-type: none"> Christmas Play 	<ul style="list-style-type: none"> Parents reading stories in school. Phonics Morning 	<ul style="list-style-type: none"> Seeds sent home for parents to plant with their children Easter Assembly Parents Evening Parents Easter Craft session 	<ul style="list-style-type: none"> Parent and child Teddy Bears picnic Maths morning 	<ul style="list-style-type: none"> WOW moments shared Reports and reports discussions <ul style="list-style-type: none"> Sports Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy</p> <p><i>Literacy skills are taught throughout the Year, through high quality interactions, circle times, stories, group discussion, language intervention groups, and Harvest, Nativity and Easter performances</i></p>	<p>Main Text</p>  <p>Outcomes - Oral retelling following a Story Mountain. Sequence pictures on a Story Mountain</p> <p>Additional and supportive texts:</p> <p>You Choose by Nick Sharratt</p> <p>The Family Book and The Feelings Book by Todd Parr</p> <p>Be Gentle, My Body, by Jill McDonald</p> <p>The Leaf Thief</p> <p>Whatever Next</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>General sound discrimination- Environmental sounds</p> <p>Knowledge & Progression of skills</p> <p>To begin to draw pictures. To hold a book and show some interest in the pictures, words and the story. Begin to join in in refrains.</p>	<p>Main Text</p>  <p>Outcomes: Oral retelling following a Story Mountain. Draw and Sequence pictures for a Story Mountain</p> <p>Additional and supportive texts:</p> <p>Room on the Broom</p> <p>Funnybones</p> <p>Peace At Last</p> <p>The Little Red Hen</p> <p>First Festivals-Diwali</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>General sound discrimination- Environmental and Instrumental sounds</p> <p>Knowledge & Progression of skills</p> <p>To be able to recognise their name. To know that text has meaning. To recognise logos in a familiar environment. To build an understanding that</p>	<p>Main Text</p>  <p>Outcomes: Oral retelling following a Story Map. Draw pictures showing beginning, middle and end in a Story Frame. Know who the characters are in a story.</p> <p>Additional and supportive texts:</p> <p>Goodnight Arctic</p> <p>Around the world by James Carter</p> <p>Pop-up Jungle</p> <p>Six Dinner Sid</p> <p>Some Dogs Do</p> <p>Dear Zoo</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>General sound discrimination- Environmental and Instrumental sounds</p> <p>And Body percussions</p> <p>Knowledge & Progression of skills</p> <p>To use learnt vocabulary from stories. To know a range of Nursery Rhymes. To begin to imitate writing in play. To talk about different parts of a story.</p>	<p>Main Text</p>  <p>Outcome: Retell the story. Draw pictures showing beginning, middle and end in a Story Frame. Describe the setting of a story.</p> <p>Additional and supportive texts:</p> <p>Goodnight Forest</p> <p>One Little Tree</p> <p>Growing Frogs</p> <p>The Very Busy Spider</p> <p>We're Going on an Egg Hunt</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>Body percussion and Rhythm and Rhyme</p> <p>Knowledge & Progression of skills</p> <p>To confidently join in with repeated refrains in stories and rhymes. To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts. To recognise initial sounds in words.</p>	<p>Main Text</p>  <p>Outcomes: Oral retelling following a Story Map. Draw a simple story Map. To talk about how a story can be changed. Teacher to model innovations of text.</p> <p>Additional and supportive texts:</p> <p>Goldilocks and the three bears</p> <p>Little Red Riding Hood</p> <p>The Ugly Duckling</p> <p>My New Home</p> <p>Gruffalo</p> <p>The Magic Porridge Pot</p> <p>Little Bee</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>Rhythm and Rhyme and Alliteration</p> <p>Knowledge & Progression of skills</p> <p>To attempt to accurately write letters in their name. To recognise and say some letter sounds. To confidently recognise their name. To talk about and retell familiar stories. To begin to engage in</p>	<p>Main Text</p>  <p>Outcomes: Oral retelling following a Story Map. Draw a simple story Map. Describe the characters in a story.</p> <p>Additional and supportive texts:</p> <p>Commotion in the Ocean</p> <p>Pop-up peekaboo-Under the Sea</p> <p>What the Ladybird Heard</p> <p>10 Little Pirates</p> <p>Don't Disturb the Pirates</p> <p>Phonics</p> <p>Level 1 Twinkl Phonics</p> <p>Voice sounds</p> <p>Oral blending and segmenting</p> <p>Knowledge & Progression of skills</p> <p>To be able to orally blend cvc words. Confidently retell a story following a story map. To understand what an author/illustrator does. To know 5 concepts of print, meaning, purpose, left to right, top to bottom-parts of a book. To use</p>

	<p>To learn how to turn pages and treat books with respect.</p> <p>To choose a book that they want to share or hear read.</p> <p>To begin to develop phonological awareness.</p> <p>To begin to join in with Nursery Rhymes and books.</p> <p>To learn new vocabulary.</p> <p>To begin to use simple story maps.</p> <p>To begin to explore drawing freely.</p> <p>To mark-making with different pencils, pens, crayons, brushes and chalks.</p>	<p>text is read from left to right.</p> <p>To talk about pictures in books.</p> <p>To begin to match sounds to mnemonics. To count or clap syllables.</p> <p>To share books with others and point to things in the book.</p> <p>To begin to oral blend. To handle books carefully and turn the pages correctly.</p> <p>To write some meaningful marks</p>	<p>To know what the title of a book is.</p> <p>To talk about the pictures and illustrations in a book.</p> <p>To act out a story that they know.</p> <p>To write first letter of their name.</p>	<p>To begin to talk about characters and settings.</p> <p>To describe orally the basic details of a character in a story.</p>	<p>extended conversations about stories.</p> <p>To talk about how a story could be changed, innovate and modelled by teacher.</p> <p>To identify rhyme and alliteration.</p>	<p>knowledge of print and letters more readily in early writing.</p>
<p>Physical Development</p> <p><i>All Physical Development skills are taught throughout every day and across the year indoors and outdoors. Extra emphasis is given in specific areas half-termly.</i></p>	<p>Sports Specialist Input</p> <p>Games</p> <p>Knowledge & Progression of skills</p> <p>Using a palm grip when using mark making tools.</p> <p>Using a spoon to feed themselves correctly.</p> <p>Using spring loaded scissors to make snips into paper with adult support.</p> <p>To hold pencils, pens, crayons and brushes. To turn the pages of a book.</p> <p>To pick up different objects of a range of sizes, shape and weight and move from one place to another.</p> <p>To negotiate space and obstacles when on a balance bike and scooter.</p> <p>To learn how to balance.</p>	<p>Sports Specialist Input</p> <p>Gymnastics</p> <p>Knowledge & Progression of skills</p> <p>Mark making by scribbling and colouring.</p> <p>Exploring a range of fine motor activities and implements,</p> <p>Using a spoon and a fork to feed themselves.</p> <p>To ride bikes and scooters over uneven ground.</p> <p>Learn the idea of uphill and downhill.</p> <p>Learn the concept of fast and slow.</p> <p>Begin to use anti clockwise movements using streamers and other resources.</p>	<p>Sports Specialist Input</p> <p>Games</p> <p>Knowledge & Progression of skills</p> <p>Beginning to use a four finger grip to use mark making tools.</p> <p>Using construction equipment correctly to build e.g. Duplo.</p> <p>To develop more independence when using spring loaded scissors to make snips in paper.</p> <p>To trace horizontal lines, spirals, anti-clockwise movements and over their names. To use pencils, chinks, crayons and brushes to draw shapes and pictures.</p> <p>To jump with one foot and two feet.</p>	<p>Sports Specialist Input</p> <p>Dance</p> <p>Knowledge & Progression of skills</p> <p>Making more controlled marks when drawing and mark making.</p> <p>Manipulating dough through rolling, squeezing, balling and patting.</p> <p>To hop.</p> <p>To stop at a point or line, start again, turn left and right on a bike or scooter.</p> <p>To use equipment to vary the flow of water, e.g. down a drain pipe. To use pincers and tweezers.</p> <p>Peg pictures on a line. To pick up and move small objects such as marbles and pasta shapes.</p>	<p>Sports Specialist Input</p> <p>Outside Games</p> <p>Knowledge & Progression of skills</p> <p>Using a two finger and a thumb grip.</p> <p>Draw and paint clearer shapes and pictures when drawing and painting.</p> <p>Showing some threading skills.</p> <p>To paint with a Q-tip. To carefully turn the pages of a book and place it back where it belongs.</p> <p>To trace words, letters and numbers in sand. To balance on one leg. To jump from spot to spot.</p> <p>To independently put on coat with support for zips and buttons. To begin to</p>	<p>Sports Specialist Input</p> <p>Athletics</p> <p>Knowledge & Progression of skills</p> <p>Using pencils and other equipment comfortably for them.</p> <p>Beginning to make snips in paper either using one hand or two independently.</p> <p>Turning pages in a book one at a time.</p> <p>Form some letters in their name.</p> <p>To show preference for a dominant hand.</p> <p>To use and remember sequences and patterns of movements, related to music and rhythm. To match developing physical skills to tasks and activities in the setting.</p>

	<p>To jump on two feet and learn how to run. To kick a ball.</p> <p>To dance and move to songs.</p> <p>To tip water, sand and mud from one container to another.</p>		<p>To learn to skip.</p> <p>To throw objects such as bean bags and balls. To know how and be able to move around safely with some awareness of others and a degree of control.</p>		<p>use scissors to cut out a shape.</p>	<p>To start to use cutlery independently at lunchtime.</p>
<p>Mathematics</p> <p><i>Maths is taught throughout the year, through teacher led inputs, planned focus activities and continuous provision.</i></p> <p><i>We also follow White Rose Maths. We recap and cover all areas and skills during the year.</i></p>	<p>Recognise, name and match colours.</p> <p>Begin to show an interest in counting aloud verbally to 5.</p> <p>To be able to 'give 1' when asked.</p> <p>Make comparisons between objects relating to size. Complete inset puzzles. Compare sizes using gestures and language and language 'bigger/little/small/' Talk about and explore 2D shapes using informal and mathematical language, size, corner and flat.</p>	<p>Verbally count to 5 with developing accuracy.</p> <p>Develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Develop fast recognition of up to three objects without having to count them individually (subitizing). Say one number for each item in order, 1, 2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Show finger numbers up to 5.</p> <p>Extend and create ABAB patterns.</p>	<p>Verbally count to 10 with developing accuracy.</p> <p>Develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment.</p> <p>Begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Develop fast recognition of up to three objects without having to count them individually (subitizing). Link numerals and amount for example, showing the right number of objects to match the numeral up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, squares, triangles) using informal and mathematical language, such as size, corners, straight, flat and round.</p>	<p>Verbally count to 10 with developing accuracy.</p> <p>Develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment.</p> <p>Compare quantities that are significantly more and less visually without counting them.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Accurately count to 10.</p> <p>Develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment.</p> <p>Play simple dice and track games developing Subitising skills.</p> <p>Begin to describe a sequence of events using words such as first and then. Understand position through words alone, for example, the bag is under the table, with no pointing.</p> <p>Compare quantities using language more than, fewer than.</p> <p>Talk about and explore 2D and 3D shapes for example, circles, rectangles, triangles, cuboids, using informal and mathematical language, such as side, corner, straight, flat and round.</p>	<p>Begin to understand that 5 can be shown in different ways.</p> <p>Begin to subitise to 5.</p> <p>Count to 10 and beyond.</p> <p>Explore the composition of numbers to ten.</p> <p>Solve real world mathematical problems with numbers up to five</p>
<p>Expressive Arts and Design</p>	<p>Recognise colours and chooses them for a purpose.</p> <p>Name the primary colours.</p> <p>Use thick paint brushes.</p>	<p>Use a glue stick to join materials together. Create an independent craft using available materials e.g. An independent Christmas Card.</p>	<p>Become more confident when drawing e.g. potato people,</p> <p>Name what they have drawn and draw from memory</p>	<p>Use spring loaded scissors to snip,</p> <p>Use printing materials in the paint such as sponges and shapes</p>	<p>Build using smaller construction kits correctly.</p> <p>Use a range of painting and printing materials to explore form and function.</p>	<p>Cut with more confidence. Independently create and make using the ideas they have seen and come up with</p>

<p><i>Expressive Arts and Design is taught throughout the year, through teacher led inputs, planned focus activities and continuous/enhanced provision. We link ideas to our topics to make learning purposeful.</i></p>	<p>Use playdough to roll, cut, ball, sausage. Build towers with large construction equipment. Dancing to music. Joining in with dancing and ring games. Exploring moving to music in different ways Invent and imagine stories in the small world and roleplay areas, children roleplaying their first-hand experiences. Explore sounds using different instruments. Explore different mark making opportunities. Try to paint a self-portrait using a mirror and poster paints. Use glue to stick things to their pictures. To know how a biscuit is made, baking and designing a Gingerbread Man, choosing from a range of decorations. Learn and sing a range of Nursery Rhymes and Action Songs.</p>	<p>Develop storylines in their play, using familiar props. Singing to an increasing range of familiar songs and nursery rhymes they have learnt or are learning. Respond to sound with different body movements. Play a steady beat and explore loud and quiet sounds on percussion instruments. Join construction pieces together to build and balance. Explore colour and colour mixing.</p>	<p>Add more to their pictures and creations e.g. pom-poms, glitter. Include their experiences in their roleplay. Talk about music (their favourite songs or songs they do not like) Know and sing along to more nursery rhymes Listen to songs from different cultures. Re-enact parts of a story and imagine themselves as characters. Describe the texture of things. Develop their own ideas and then decide which materials to use to express them. Begin to develop stories using small world props. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Be able to mould and manipulate playdoh and other materials, to achieve a planned effect. Move freely and expressively to a piece of music. Use instruments to add sound effects to music.</p>	<p>Continue to develop drawing skills. Explore a range of musical instruments and improve holding a beat Use vocals and instruments to make music either together or separately Link real life and stories into the small world Perform songs and actions confidently. Use simple tools and techniques competently and appropriately. Draw and paint from their imagination and observation. Add details to their drawings. Explore freely the concept of junk modelling to make resources and props for their play. To confidently add sound effects on musical instruments to a story.</p>	<p>Experiment and mix colours together Create with a friend. Join in with the actions to songs Engage in roleplay in and out of the home-corner and become more immersed in play. Encourage children to experiment with different ways of playing instruments. Understand that different instruments make different sounds. Be able to move to music with a rhythmic feel. Learn to play long and short beats on musical instruments to create simple rhythms. Be able to choose an appropriate way to join different materials together to achieve a planned effect.</p>	<p>Build for a purpose using a range of construction equipment. Use a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick. Make up stories verbally while playing Act out stories with the small world or in their play Perform songs either vocally or with an instrument. Show different emotions in their drawings- happiness, sadness, fear etc. Use instruments and knowledge of songs and rhymes to create their own songs. Be able to manipulate different materials to achieve a planned effect. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play. Play steady beats and simple rhythms following a simple graphic score.</p>
<p>Understanding the World</p> <p><i>Understanding the World is taught</i></p>	<p>Using words 'now', 'next', morning, afternoon, day, night, technology, transport, travel.</p>	<p>Talk about their past life experiences e.g. birthdays, Christmas. Use the words 'then' 'now' 'next' 'before', 'yesterday',</p>	<p>Understand the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos Vocab: Old and new</p>	<p>Commenting on their own past experiences e.g. Easter. Showing curiosity about objects from the past.</p>	<p>Confidently talk about who they are and who they live with.</p>	<p>Begin to understand how to sequence two events. Sequence family members e.g. baby, mum, grandma</p>

<p><i>throughout the year, through teacher led inputs, planned focus activities and continuous/enhanced provision. We link ideas to our topics to make learning purposeful.</i></p> <p><i>(Key concepts- Technology, Church, King, Transport, Travel, Exploration)</i></p>	<p>Talking about their family, who they live with and any pets. Talk about what type of home they live in. What happens at different times of the day. Places they might go and things they might do. Talking about who is special to them and why. Talk about their home and school environment. Explore the environment around them – Autumn walk. Begin looking at maps. Talk about job roles in their community. Show respect and care for their environment. Explore their world and environment through their senses. Name and move facial features and body parts Use magnifying glasses, bug pots, binoculars, collection buckets. Explore the weather and changes during Autumn. Develop positive attitudes about the differences between people. To talk about the differences between materials and changes they notice when baking biscuits.</p>	<p>‘a long time ago’, ‘next’, ‘first’, ‘last’. Talk about how we look after our friends and families. Talk about their homes and what they have inside their homes. Talk about the celebration of Christmas and Diwali. Explore the changing weather and seasons. Celebrations around the world. Look at a globe and world map. How can we look after our environment-picking up litter. - Vocab: Weather, seasons, similarities and differences, globe, world map, celebrate, party, fireworks, Diwali, Bonfire. Exploring the changing weather and seasons further. Look at clothes for different weather. How do we look after ourselves in different weather? Show more of an interest in the world around them. Describe differences between light and dark. Create mixtures in the mud kitchen. - Torches, dark tent, lamps, mixing, pipettes, potion bottles.</p>	<p>Transport, Travel, Explore, Church, technology Recognise familiar signs, shops in the local environment. Talk about the transport used in my community. -Vocab: Local, travel, transport, shop, house, farm, church, school, mosque, road, flat, park, zebra crossing, bicycle, field, forest, pond, playground, library Understand how and why we respect and care for animals. Explore a range of materials and natural objects and how they can change. Toy animals in the role play area. Medical kit. Collection buckets. Healthy, unhealthy. Talk about the weather and what they see, hear and feel when they are outside in the natural environment.</p>	<p>Vocab: Past, same, different, seasons. Explore the changing weather and seasons (Spring), using their senses to explore. Learning about new life and plants based around Plant seeds and care for growing plants. Spring walk To understand the key features of the life cycle of a plant and an animal -Vocab: Plants, flowers, seeds, new life, chicks, babies, blossom, Resources, collection pots, pond dipping nets, bug pots, magnifying glasses Know the names of some British woodland and countryside animals Speak positively about differences between people and ways of life. Show an interest in people with a range of occupations. - Different types of shops. Garden centre. - Different environments in the world. -Seasons. -Caring for our environment - Recycling. Vocab: Seasons, environments, similar, different, inside, outside, recycling</p>	<p>Ask questions to family members about when they were young. Vocab: Mum, Dad, sister, brother, grandma, grandad, friends, old, older, young, younger, Church, King, castle, explore, travel, transport. Develop an idea of ‘belonging’. Begin to understand what the ‘wider world’ is and how we all play a part and get along with one another. -Belonging to our school community, town community. What is the wider world? Compare different environments to their own. Different types of homes around the world. -Job roles/occupations in the wider world. Vocab: Jobs, people who help us, community, town, village, city, flats, towers, castles, boat homes.. Growing plants from seeds and caring for them Explore how these plants grow and change over time. - Seasons- continue observations and develop an understanding of the season of Summer, using their senses to explore features of Summer. -Look under, up, in and on to see what minibeast we can find.</p>	<p>Use the correct vocabulary to name different features of their community. Know there are other countries than England and that they look different to ours. Name some animals from other countries. -Compare with the seaside. - Name parts of the seaside. -Where could we go on holiday? Where do we live? Vocab: Beach, cliffs, rocks, rock pools, hotels. England, countries, world, coastguard, lifeguard. Water safety. Continue to explore the changing weather and seasons (Summer) - Floating and sinking- exploring. -Making boats. -Observe under the sea videos and talk about what they can see. Link to own experiences. Vocab: Floating, sinking, heavy, light, sea, wet, dry, under the sea.</p>
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<p>Personal, Social & Emotional Development</p> <p><i>All PSED skills are taught throughout the year, with extra emphasis in specific areas half-termly</i></p>	<p>Routine & Feelings</p> <p>To be able to separate from main carer and learn to adapt to the new school environment. Be able to talk about and begin to understand different feelings such as 'happy', 'sad', 'angry' or 'worried'. Know the behavioural expectation at school. Understand why rules are important and show an awareness of right and wrong.</p>	<p>Friendship & Relationships</p> <p>Form a special friendship. Know how to be a kind friend. Be able to show increasing confidence to talk to adults and peers in class. Know that they can approach adults for help.</p>	<p>Considering their feelings & others</p> <p>Know how to share resources and play in a group. Know how to take turns whilst playing, waiting patiently to have a turn. Be able to solve conflicts and rivalries. Be able to understand how others might feel.</p>	<p>Staying Safe</p> <p>Be able to safely access different areas of the classroom and outdoor areas. Know some behaviour is unacceptable/unsafe. Know how to stay safe at school.</p>	<p>Managing Care Needs and Keeping Healthy</p> <p>Be able to use the toilet, wash and dry their hands and clean their teeth independently. Know how to make some healthy choices about food and drinks.</p>	<p>Independence & Resilience</p> <p>To be able to select activities independently. Show increased independence in accessing and exploring the environment. Be able to express own preferences and interests. Maintain their attention on an activity and concentrate for some time.</p>
<p>Communication & Language</p> <p><i>All C and L skills are taught throughout the year, through high quality interactions, circle times, stories, group discussion, language intervention groups, Harvest, Nativity and Easter performances</i></p>	<p>Listen to stories, rhymes and songs shared every day. Listen to their name and shift from one task to another. Make comments about what they are doing, e.g. I like, I am happy, sad etc. Talk about their family. Speak in simple sentences. Copy adults to say a full sentence e.g. instead of 'digging' 'I like to dig'. Begin to listen to instructions given. Understand 1 key word instructions e.g. stop, drink. Listens during adult guided activities.</p>	<p>Talk about what is happening now and next in pretend play. Use simple sentences to describe what is happening. Talk about festivals and celebrations. With support, start using questions, 'what, where and who', sometimes with Makaton. Continue to listen to and focus more attention to stories and rhymes shared every day. Listen to and give attention to others who are speaking to me.</p>	<p>Join in simple retelling of stories. Start to talk about settings, characters and story structure such as 'beginning', 'middle', and 'end'. Take turns in a conversation with friends. Use talk to resolve disagreements e.g. I like the cold. I don't like the cold. Understand two part instructions. Listens to others speaking and continue the conversation following on from what has been said.</p>	<p>Sing a large repertoire of songs and rhymes. Clap out multisyllabic words. Incorporate a storyline into their play. Express a reason for their like or dislike. Enjoying listening to longer stories. Pay more attention to what is happening in the stories being read. Focus more attention on a chosen activity. Sit and listen during quieter or adult led activities when appropriate. Begin to understand questions.</p>	<p>Listen to a song or a poem and watch and repeat the adult's actions. To more confidently use and understand who, what, where, when questioning words. Use correct pronouns for themselves. I, He, She, Him or Her. Begin to use future and past tense. -Listens more carefully. Know why we should listen. Know they sometimes have to wait their turn when speaking.</p>	<p>To be able to listen to longer stories and remember what happened. To use 4-6 words in a sentence. To use 'and' 'or' joined up words sentences. Respond to what they hear with relevant questions, comments, or actions. Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Follow 1 step instructions. Understand 'why' questions.</p>

	<p>Focus on an activity of my own choice for a short period of time. -Begin to show attention to the adults in my setting. Recognise and point to objects that are spoken to me.</p>	<p>Show an understanding of text being read to them using the pictures. Understand simple concepts such as 'big/small'.</p>	<p>Pay attention when listening to longer stories. Switch attention between listening to others and completing a task. Recall what happens in a story I have read. Understand a three key word sentence.</p>		<p>Understand prepositional language e.g. on, under. Ask why things are happening.</p>	
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