**Curriculum Plan**

Communication and Language

|  |  |
| --- | --- |
| **CURRICULUM PLAN: Communication & Language** | |
| **INTENT**  *Through the EYFS curriculum, we intend to create confident communicators who can share their thoughts, feelings and opinions with others. Our goal is to ensure all children are happy and engaged and have high aspirations.*  *Through applying the characteristics of effective learning, children can demonstrate their ability to play and explore, learn actively and create and think critically in the strand of Communication and Language, and indeed the whole curriculum. We wish to expand the children’s vocabulary and enrich it through hands on practical experiences.* | |
| **2-3 year olds will be learning to** | **3-4 year olds will be learning to:** |
| **Listening and Attention:**  Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.  Listen and respond to a simple instruction.  Copy your gestures and words. Constantly babble and use single words during play.  Use intonation, pitch and changing volume when ‘talking’.  Moves whole body to sounds they enjoy, such as music or a regular beat  Concentrates intently on an object or activity of own choosing for short periods  Pays attention to dominant stimulus – easily distracted by noises or other people talking.  Enjoys laughing and being playful with others  **Understanding:**  Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.  Generally focus on an activity of their own choice and find it difficult to be directed by an adult.  Listen to other people’s talk with interest but can easily be distracted by other things.  **Speaking:**  Listen to simple stories and understand what is happening, with the help of the pictures.  Make themselves understood and can become frustrated when they cannot.  Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.  Develop pretend play  Use the speech sounds p, b, m, w  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) | **Listening and Attention:**  Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than one thing at a time, which can be difficult.  Single channelled attention; can shift to a different task if attention fully obtained  **Understanding:**  Use a wider range of vocabulary.  Understand a question or instruction that has two parts.  Understand ‘why’ questions,  **Speaking:**  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Develop their pronunciation  Use longer sentences of four to six words  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Listening and Attention | **Listening and Attention:**  1.Listens to and enjoys rhythmic patterns in stories e.g. Where’s Spot?  Begins to join in with rhyming activities- e.g. singing rhymes at family group time with puppets and props: Twinkle twinkle, Hello song.  Introduce ‘Bucket Time’  Song bag introduced  2.Recognises and responds to familiar sounds.  Shows interest in play with sounds, songs and rhymes through a variety of interactive family group sessions using props.  Sitting for 2-3 items at bucket time  3.Listens to short stories  Listens to others when conversation interests them.  Interacts with other children in play  Sitting for 3-5 items at bucket time | **Listening and Attention:**  1.Listens to and enjoys rhythmic patterns in stories – shows interest in pre-listening and tuning into sounds.  Begins to sing own rhymes and has favourites  Bucket time 5-7 items  **2.**Can listen for short periods in a variety of situations  Shares short stories and poems  Bucket time + short activity  **3.** Can demonstrate good listening skills for short period of time in a small group  Hold a conversation, using simple sentences and questions.  Bucket time + short story | **Listening and Attention:**  1.Listen with interest to stories that are shared- Core books  Share stories/ books with peers and adults during continuous provision  Learn how to be a good listener in a larger group  **2.**Listen to others in family group time and during free flow play- look at speaker, sit still and respond with gesture or talk.  Listen to stories with increasing attention and recall of the story- Core book  Use story stones, re-enact story and puppets as enhancement.  Core book represented outside with props and actions.  Join in with repeated refrains in known stories  **3.** Maintain attention and concentrate during appropriate activity.  Attend to what others say whilst playing and respond for short periods.  Makes relevant comments about stories shared.  Participate in Letters and Sounds activities- with sounds, songs and rhymes.  . |
| Understa-nding | **Understanding:**  1.Understands Wellcomm vocabulary from Section 3  Begins to select familiar objects by name around Nursery.  Points to body part e.g. eyes, nose  Learns and uses name of key worker.  Understands two word instructions e.g. “Snack time”.  2. Understands Wellcomm vocabulary from Section 4  Understands the negative ‘no’  Selects a growing range of familiar objects by name.  Understands three word instructions  Learns and uses names of others in their family group.  Can understand ‘what’ questions  3. Understands some Wellcomm vocabulary from Section 5  Developing understanding of simple concepts eg big/ little through play.  Can understand ‘where’ questions  Can identify items by their colour | **Understanding:**  1.Understands all Wellcomm vocabulary from Section 5  Understands the prepositions ‘in’ and ‘under’  Understands more complex sentences.  Names objects in the setting and knows their purpose  Responds to simple instructions  2.Understands Wellcomm vocabulary from Section 6  Understands ‘he’ and ‘she’  Understands prepositions ‘in front’ and ‘behind’  Understands their senses – what they hear, see, smell with  Can join in with group time – responding to instructions  3.Understands some Wellcomm vocabulary from Section 7  Understands ‘long’ and ‘short’  Understands ‘many’ and ‘few’ | **Understanding:**  1.Understands all Wellcomm vocabulary from Section 7  Understands why questions without picture support  Understands ‘first’ and ‘last’  Respond to two-part sentences appropriately.  2.Understands some Wellcomm vocabulary from Section 8  Understands ‘when’ questions  Can sort objects into categories  Anticipate key events and phrases in rhymes and stories.  Follow directions from adult during family group time and free flow activities.  Responds to simple instructions e.g. when making pancakes (Pancake Day) or Easter themed cooking activities  Responds to simple instructions er, up/down, on top, behind’ by carrying out the relevant action. Link to core book.  Children use language to describe where they have hidden the toy during group time.  Understand ‘why’ and ‘how’ questions.  3.Understands Wellcomm vocabulary from Section 8  Understands the concepts ‘after’ and ‘either’  Can sort pictures into categories  Respond to instructions involving a two-part sequence.  Follow a story without pictures or props.  Listen and respond to ideas expressed by others.  Understand humour e.g. nonsense rhymes and jokes. |
| Speaking | **Speaking:**  1. Uses Wellcomm vocabulary from section 3  Copies and uses familiar expressions  Uses single everyday words e.g. banana, coat  Adults to model action words e.g. jumping.  2.Uses Wellcomm vocabulary from Section 4  Puts two words together e.g. “want juice” to express needs, feelings and opinions.  Uses word ending ‘ing’ when playing e.g. jumping  Beginning to use ‘big’ to describe size  Uses the word ‘in’ to describe position  3.Uses some Wellcomm vocabulary from Section 5  Uses some three-word phrases  Uses action words in play eg “I’m jumping”.  Learns new words rapidly and uses in communication  Beginning to talk about people and things that are not present - family, personal celebrations with stimulus. | **Speaking:**  1.Uses all Wellcomm vocabulary from Section 5  Beginning to use ‘what’ and ‘where’ questions  Uses the word ‘under’  Uses plurals  Begins to use familiar phrases – tidy up time, snack time,  Begins to speak in phrases to make themselves understood – need the toilet, I am thirsty, I want that…..  Can recognise family photos and talk about them, - naming – mummy – begins to talk in more detail e.g mummy at work  Is confident to communicate with the adults in the room  Uses vocabulary focused on objects and people of importance to them.  2.Uses Wellcomm vocabulary from Section 6  Uses 3-4 word sentences and phrases  Uses past tenses e.g., ‘\_ed’  Begin to copy repetitive phrases from well know stories.  Use emotion language ‘happy’ and ‘sad’  Begins to use new language associated with our theme.  Can answer ‘who’ questions  3.Uses some Wellcomm vocabulary from Section 7  Uses 4–5-word phrases  Uses ‘because’ to join sentences  Words are clearer to adults and majority can be understood.  Begin to use language to share feelings  Can answer ‘why’ questions  . | **Speaking:**  1.Uses all Wellcomm vocabulary from Section 7  Uses ‘opposites’ e.g. hot and cold  Uses the pronouns ‘her’ and ‘his’ correctly  Uses comparatives e.g. ‘longer’  Speak to peers and adults, sharing feelings, experiences and thoughts in simple sentences.  Learn and use new words (Core Book) when communicating – support with Makaton.  Question why things happen and give explanations- link to celebration of light and Christmas.  Use emotion language ‘excited’  2.Uses some Wellcomm vocabulary from Section 8  Uses the emotion words ‘angry’ and ‘scared’  Uses the prepositions ‘in front’ and ‘behind’  Uses more complex sentences to link thoughts - Adults to model daily.  Retells past events in the correct order-  Uses talk to connect ideas, explain what is happening and anticipate what might happen next.  Recall and relive past experiences  Question why things happen and give explanations  Build up vocabulary that reflects the breadth of their experiences- including key story vocabulary, Living eggs/Easter vocabulary, Makaton signs, key visitors.  3.Uses Wellcomm vocabulary from Section 8  Answers ‘why’ questions correctly  Remembers and copies what others say e.g. correctly gives another adult a message  Uses the correct word ending e.g. ‘\_est’  Listen and respond to ideas expressed by others in conversation or discussion at family group times.  Extend vocabulary, especially by grouping and naming e.g. fruits and vegetables in Mud Kitchen  Use language to recreate and imagine roles and experiences - link to Core Books.  Introduce a storyline or narrative into their play  Link statements and themes and stick to a main theme  Use talk to organise, sequence and clarify thinking – Plan activities as group during Group Time. |

|  |  |  |
| --- | --- | --- |
| **Impact** | | |
|  |  |  |
| When children leave our 2-year-old room they will be able to listen to a short simple story in a small group (up to 6 children). They will join in the actions and words of simple nursery rhymes. They will be able to add appropriate noises to characters’ actions. They will be able to copy sounds, rhythms, and tempos. They will understand and be able to follow simple one-part instructions that are part of our daily routine (e.g. put coat on). They will speak in short phrases and use a variety of vocabulary which is related to their immediate environment. | When children turn from age 3 to 4 years, they will be able to listen to simple stories in a larger group (10- 13 children). They will join in with repeated phrases from the stories and with rhymes. They will listen and concentrate during short adult led group times. They will follow simple instructions without visual clues. They will understand more complex sentences and be able to answer simple questions. They will use talk to express their feelings, experiences, and thoughts, speaking in simple sentences which are clearly understood by others. | When children leave our nursery at age 4 to go to reception, they will be able to listen and respond to longer and more involved stories. They will concentrate at and contribute to adult led group times for 15 minutes. They will listen and respond to other children and adults’ ideas. They will follow two-part instructions and understand why and how questions. They will use a wide vocabulary that reflects their experiences and the language from books when creating roles and ideas. They will use talk to clarify their thinking, ideas, feelings, and events. |