

# Communication & Language: Listening, Attention and Understanding

## Curriculum Objective

### Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

## Links Across the Curriculum

Science — learning about seasons -The year is divided into 4 parts and these are called seasons. ( Autumn, Winter, Spring and Summer )/ History — learning new vocabulary— before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Maths—number talk / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are. RE—retelling stories about religious festivals.

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Understand that listening is important.	<ul style="list-style-type: none"> <li>• Carpet rules and follow school promises.</li> <li>• Circle time activities in class- 'Simon says' games</li> <li>• Small groups games, adult lead.</li> <li>• Singing nursery rhymes.</li> <li>• Reading a range of simple stories.</li> <li>• Give simple instructions, demonstrating what is expected</li> <li>• Ensure that children are looking and listening to who is speaking to them</li> <li>• Small world linked with focus stories.</li> <li>• Visitors — story readers e.g. deputy head/library visitor.</li> <li>• Use extended vocabulary</li> <li>• Phonics — vocabulary building.</li> <li>• Celebrations and home life sharing activities.</li> <li>• Small world area</li> <li>• Adult interaction within play.</li> <li>• Word of the week</li> <li>• Teacher modelling good oracy skills.</li> </ul>	Listens carefully for more than 4 minutes	<ul style="list-style-type: none"> <li>• Carpet rules — good sitting, good looking, listening ears turned on, lips closed and hands on laps.</li> <li>• Circle time activities—'Simon says,'</li> <li>• Small groups games, adult lead and independent.</li> <li>• Singing of songs and rhymes.</li> <li>• Reading a range of simple stories.</li> <li>• Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).</li> <li>• Small world linked with focus stories.</li> <li>• Word of the week.</li> <li>• English Talk for Writing lessons</li> <li>• Phonics — vocabulary building.</li> <li>• Traditional tale focus.</li> <li>• Continuous provision activities to support exploration, trial and error and begin peer discussion.</li> <li>• Celebrations and home life sharing activities.</li> <li>• Show and tell activities</li> <li>• Visitor—story readers e.g. other class teachers across the school</li> <li>• Malleable/mess/exploratory play.</li> <li>• Adult interaction within play.</li> </ul>	Role play most of the story more independently.	<ul style="list-style-type: none"> <li>• Carpet rules — good sitting, good looking, listening ears turned on, lips closed and hands on laps.</li> <li>• Circle time activities — 'Simon says'</li> <li>• Small groups games, independent.</li> <li>• Singing of songs and rhymes.</li> <li>• Begin to read a range of simple stories.</li> <li>• Use of questioning within continuous provision and carpet activities. (supported through on table vocabulary and question focus).</li> <li>• Small world linked with focus stories.</li> <li>• English Talk for Writing lessons.</li> <li>• Word of the week.</li> <li>• Phonics — vocabulary building.</li> <li>• Continuous provision activities to support exploration, trial and error and peer discussion.</li> <li>• Celebrations and home life sharing activities.</li> <li>• Visitor—story readers—other class teachers across the school.</li> <li>• Malleable/mess/exploratory play.</li> <li>• Adult interaction within play.</li> </ul>
Listens carefully for more than 2 minutes.		Understand 'who' and 'what' questions.		Beginning to start conversations and discuss stories.	
Follow simple instructions. E.g. put your water bottle down.		Follow and give more complex instructions — 2 parts.		Listen to stories and share their own ideas.	
Pay attention to one thing at a time.		Recognise instructions can be responded to in different ways—verbally, through actions etc.		Begin to ask questions to find out more and check their own understanding.	
Listens to stories.		Listen to stories and answer questions regarding characters and settings.		Listens carefully for more than 10 minutes.	
Understand simple questions — who		Develop vocabulary linked with prior knowledge and current topics.		Using talk to organise themselves and their play. E.g. 'Let's go on a bus...'	
Enjoy and interact with stories		Begin listening to peers and respond appropriately.			
Beginning to use role play area to make stories with support.		Begin to have a conversation with an adult or a friend with more confidence.			
Understand key words in spoken English.		Make up their own stories during role play.			
Listen to and use simple vocabulary in line with subject.		Play out simple stories and parts of more detailed stories using puppets and role play.			
Answer simple questions during whole class and small groups discussions.		Listen to and sing a growing number of songs and rhymes.			
Beginning to join in when singing well known Nursery Rhymes.					

# Communication & Language: Speaking

## Curriculum Objective

- Speaking**
- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and

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### Components Autumn Term

### Supported through...

### Components Spring Term

### Supported through...

### Components Summer Term

### Supported through...

Begin to understand that ears are used for good listening.

Beginning to hold conversations but may jump from topic to topic.

Beginning to pay attention to one thing at a time.

Beginning to learn new words and able to use them in a conversation.

To use gestures, sometimes with limited talk, e.g. reaches towards toy, saying "I have it".

Beginning to use a variety of questions (where, what, who)

Begin to sing a variety of nursery rhymes.

Begin to talk in simple sentences.

Begin to recall and respond to many familiar sounds — e.g. turning to a knock on the door.

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—'Simon says'
- Small groups games, adult lead.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- Word of the day.
- Phonics—vocabulary building
- Visitors—story readers other class teacher/ pupils
- Celebrations and home life sharing activities.
- Malleable/mess/exploratory play.
- Role play and puppets

Understand that listening is important when speaking.

Beginning to ask questions why things happen and gives explanations.

Beginning to retell a simple past event

Begin to start a conversation with an adult or a friend, using words as well as actions.

Beginning use talk to organise themselves with support

Begin to use talk in pretending that objects stand for something else in play " This box is my castle"

Beginning to use a wider range of vocabulary

Begin to sing a large repertoire of songs learnt.

Show and tell activities

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—'Simon says'
- Small groups games, adult lead and independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- Introduce English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Show and tell activities at the end of the day
- Traditional tale focus
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- Visitor—story readers—other class teachers
- Malleable/mess/exploratory play.
- Role play and puppets in the provision
- Toy microphones in the provision

Develop a deeper understand that listening is important when speaking.

Become more confident in starting a conversations and discussing stories in class.

Enjoy listening to stories and non-fiction texts, sharing their own ideas.

Independently ask questions to find out more and check their own understanding.

Listens carefully for longer period of time.

Becoming more confident in singing and performing different songs.

Become more engage in a back and forth conversation regarding a shared idea or subject.

Begin to develop social phrases.

Using talk to organise themselves and their play. E.g. 'Let's go on a bus...'

Become more confident in speaking to other adults

- Carpet rules—good sitting, good looking, listening ears turned on, lips zipped and hands on laps.
- Circle time activities—'Simon says'
- Small groups games, independent.
- Singing of songs and rhymes.
- Reading a range of simple stories.
- Use of questioning within continuous provision and carpet activities. (supported through on table vocab and question focus).
- Small world linked with focus stories.
- English Talk for Writing lessons.
- Word of the day.
- Phonics—vocabulary building.
- Continuous provision activities to support exploration, trial and error and peer discussion.
- Celebrations and home life sharing activities.
- School trip
- Visitor—story readers other class teachers/pupils
- Malleable/mess/exploratory play.
- Adult interaction with play.
- Role play and puppets
- Outdoor play
- Sharing their work with other adults in school

## Vocabulary

Autumn	Spring	Summer
<p><b>Me and My Community</b> school rules—good sitting, listening ears turned on, lips zipped, hands on laps. Home, school, classroom, toilets, playground, carpet space. family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle,</p>	<p><b>Starry Night</b> Explore the differences in the world at night compared to during the day. The importance of a good night's sleep, discover what is happening in the world while we are sleeping, finding out about nocturnal animals.</p>	<p><b>Sunshine and Sunflowers</b> provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>
<p><b>Once Upon a Time</b> Children to develop a love of stories and reading. Encourage children to learn, retell and act out familiar and traditional tales -Little Red Riding Hood- Goldilocks and the Three Bears</p>	<p><b>Dangerous Dinosaurs</b> Different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today</p>	<p><b>Big Wide World</b> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
<p><b>Toddle Waddle</b> Rhyming words, repetition Toddle, waddle, Flip Flop, Hurry Scurry, Clip Clop, Ting a Ling</p>	<p><b>Goldilocks and the Three Bears</b> once upon a time, wolf, bear, forest, woodcutter, chair, porridge, bed, spoon, woodland Keeping safe , strangers , following instructions.</p>	<p><b>The very hungry caterpillar</b> Days of the week, egg, leaf, hungry, big, fat apple, pear, plum, strawberry, orange, cake, cone, pickle, cheese, salami, lollipop, pie, sausage, cupcake, watermelon, cocoon, butterfly, caterpillar, and sun</p>
<p><b>Goat Goes to Playground</b> Rhyming words, different animals, different activities in nursery</p>	<p><b>Where's my teddy?</b> Boy, cuddle teddy, huddle, Freddy ,horrible, woods, sobbing, darkness, cuddle</p>	<p><b>I am a butterfly</b> Egg, caterpillar, chrysalis ,butterfly</p>
<p><b>Ten little fingers and ten little toes</b> Differences and similarities, repetition, ten little fingers and ten little toes, babies</p>	<p><b>How to catch a star</b> decided, sunrise, appear, finally, carefully, lasso, life belt, perhaps, seagull, floating, idea, shore, jetty</p>	<p><b>Baby goes to market</b> Market, baby, mummy, oranges, bananas, chin, chin sugary biscuits , rice, palm oil, taxi, hungry, juicy, sweet</p>
<p><b>Little Red Riding Hood</b> Basket, cakes, grandma, poorly, woods, woodcutter, wolf, big eyes, nose, teeth ,ate ,rescue ,house <b>Christmas Magic</b> Christmas ,bursting, sparkiest, jingliest, daddy, Christmas tree, Santa, carol singers, cards, glitter</p>	<p><b>Dinosaur's loves underpants</b> Underpants, bloomers, knickers, frilly ,spotted,</p>	<p><b>Peace at last</b> peace, the hour was late, snore, I can't stand this, living room, clock, leaky, refrigerator, notice, uncomfortable, alarm clock</p>

## Preparing for the National Curriculum

<i>English</i>	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
<i>All subjects</i>	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
<i>Science</i>	Learn about seasons -The year is divided into 4 parts and these are called seasons. ( Autumn, Winter, Spring and Summer )
<i>Geography</i>	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
<i>Art</i>	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
<p>Playout whole stories using puppets and role play using talk to direct and guide others. More confidently starting conversations and discussing stories. Listen to stories and non-fiction texts, sharing their own ideas, making changes to make the story their own. At times independently ask questions to find out more and check their own understanding. Listens carefully for more than 5 minutes. Sing and perform different songs. Engage in a back and forth conversation regarding a shared idea or subject. Talking to peers with more independently.</p>	<p>T4W units / revisit learning / learning wall / school rules— good looking, good listening, good sitting / class discussion from visits and trips / role play / small world / use of props or real objects / oracy display.</p>	<p>Role play opportunities — kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area. Santa visit. Story sacks Trip Visitors -other class teacher Hook sessions within T4W—adult dressing up, props etc.</p>	<p>Diversity in the books e.g. Ten little fingers and ten little toes and Baby goes to market. Visual aids—showing a range or ability, race and culture. Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc. Culture dances with related music. Access to a variety of different musical instruments, like African drums, etc.</p>
	<h3>Character Traits</h3>		
	<p><b>Curiosity</b>      Resilient      Ambitious      Kind <b>Articulate</b>      Respectful</p>		