







Statutory Guidance from the EYFS Framework:

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, storytelling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Potential Themes</p> <p>(Topics are child led and may change)</p>	Starting School All about me Family and Friends My emotions	Autumn and Winter Christmas Celebrations around the world	Space Astronauts Aliens Journeys	Eric Carle Minibeasts Gardening Lifecycles of plants and animals	People Who Help us Our local area Health (including oral health)	Spring and Summer Hot environments Weathers Seaside Pirates
<p>Possible Celebrations and Experiences</p>	Class rules and routines, Staring School, Autumn, Harvest, Halloween	Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa	Lunar New Year/ Chinese New Year History Day, Art Day	World Book Day, Mothers Day, Pancake Day, Easter Farm Trip	Visitors from our local community, Sports Day	Fathers Day, Transition, Summer Concerts
<p>Suggested Texts - Fiction and Non-Fiction</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing	<ul style="list-style-type: none"> • Children will learn new vocabulary and its meaning through our 'Drawing Club' scheme. • Children will continue to use new vocabulary in conversations and discussions – with teachers, parents and peers. • Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory. 					
Listening, attention and understanding	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Listen during story time and show an interest in the books being read. • Begin to listen to other children • Sit on the carpet and show some attention - this may only be for a short time. • Pay attention to one thing at a time. • Follow simple 1 step instructions. • Understand appropriate 'why' questions. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Listen more on the carpet and when being spoken to by adults and peers. • Pay more attention on the carpet and during guided activities. • Begin to understand why they need to pay attention. • Reliably follow simple instructions. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Listen in lots of different situations, such as carpet time, assembly, phonics and other lessons. • Be attentive during classroom tasks, both guided and independent. • Show understanding by taking turns when speaking and responding. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Listen both in and out of school. • Maintain attention in different contexts. • Show attention to peers and adults. • Ask questions to clarify understanding and confirm knowledge. • Show good understanding of tests that have been read to them. • Reliably follow instructions with 2 or more parts. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Continue to develop listening and attention skills so they can listen in a range of situations and listen while taking part in a guided task while remaining on task. • Reliably follow instructions with 2 or more parts. • Show understanding through their talk and actions. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Listen to one another, adults and new people. • Show good levels of attention during learning tasks. • Understand a large range of new vocabulary. • Tell stories showing good understanding.

Speaking	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Speak in simple sentences • Say simple rhymes, songs and poems. • Speak to adults and children in class, beginning to take turns when speaking. • Use speech to communicate their needs and share what they think. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Wait and take turns in conversations. • Use expression to communicate meaning. • Start conversations with adults. • Talk about events in their lives. • Use new vocabulary reliably. • Talk about shared experiences with peers. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Confidently use talk to pretend play. • Explain and describe things through speech. • Explain events in more detail. • Begin to use past, present and future tenses. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use talk to clarify their thinking and ideas. • Speak in well-formed sentences. • Use talk in different ways (e.g. to reason and problem solve, to tell stories). • Begin to use past, present and future tenses. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Keep play going by conversing and extending conversations. • Ask and answer questions. • Express ideas and opinions. • Use conjunctions when modelled first. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Explain themselves if misunderstood. • Create imaginary stories in their own play. • Speak in well-formed sentences sometimes using new vocabulary and conjunctions. • Use past, present and future tense in conversations with adults.
Key Vocabulary	Family, friend, grandparents, auntie, uncle, cousins, happy, sad, angry, calm, excited, worried	Celebrate, seasons, autumn, winter, gift, candle, menorah, lantern, Christmas, Hanukkah, Diwali	Solar system, planet, star, sun, orbit, shadow, light source, reflect, crater, journey, satellite, astronaut, fact, fiction	Author, illustrator, wild animal, farm animal, habitat, plant, root, petal, stem, seed, bulb, insect, antennae, wing	Community, local, doctor, nurse, health, firefighter, postal worker, construction worker, help	Seasons, spring, summer, weather, rain, sun, storm, fog, rainbow, snow, suncream, colours
ELGs	<p>Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 			<p>Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, 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 making use of conjunctions, with modelling and support from their teacher. 		