

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Communication & Language**

Aspect: **Listening, Attention and Understanding**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Listen to other people's talk with growing interest Listen to simple stories and understand what is happening with the help of the pictures <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Pay attention to one thing at a time 	<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Listen to other people's talk with growing interest Listen to simple stories and understand what is happening with the help of the pictures <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Understand how to listen Know why listening is so important 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what is happening Pay attention to one thing at a time Understand a question or instruction that has 2 parts Understand 'why' questions <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Understand how to listen Know why listening is so important
<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice 	<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing <p>Name called to gain attention</p>	<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses 	<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses 	<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses 	<p>Attention Levels – Single-channelled attention (2 - 3 years) –</p> <ul style="list-style-type: none"> Prefer to focus upon an activity of own choice <p>Focusing attention (3 – 4 years) –</p> <ul style="list-style-type: none"> Will join in an activity an adult chooses Is beginning to be interested in what others are doing Name called to gain attention Will join in an activity another child chooses <p>Two-channelled attention (4 – 5 years) -</p> <p>Beginning to do 2 things at once for short periods of time</p>
<p>Level of demands/Questions – <u>Blanks level 1 – Naming – objects in sight</u></p> <ul style="list-style-type: none"> Action on an object (Give me a plate) Find a matching object (find another like this) 	<p>Level of demands/Questions – <u>Blanks level 1 – Naming</u></p> <ul style="list-style-type: none"> Action on an object (Give me a plate) Find a matching object (find another like this) 	<p>Level of demands/Questions – <u>Blanks level 2 – Describing – objects in sight</u></p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Things that go together (knife and fork) Categorising objects (Show me other green fruits) 	<p>Level of demands/Questions – <u>Blanks level 2 – Describing – objects in sight</u></p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Things that go together (knife and fork) Categorising objects (Show me other green fruits) 	<p>Level of demands/Questions – <u>Blanks level 2 – Describing – objects in sight</u></p> <ul style="list-style-type: none"> Function (Which fruit do you peel?) Things that go together (knife and fork) Categorising objects (Show me other green fruits) 	<p>Level of demands/Questions – <u>Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</u></p> <ul style="list-style-type: none"> Follow a set of directions Instructions with extra condition (I'd like a... but not a red one) Arrange pictures in a sequence

Nursery Curriculum Coverage & Objective Progression - Intent

Area: **Communication & Language**

Aspect: **Speaking**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Start to say how they are feeling, using words as well as actions Begin to develop conversation skills Develop 'pretend' play Use speech sounds: <ul style="list-style-type: none"> p, b, m, w Understand simple questions about: <ul style="list-style-type: none"> Who What where <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use longer sentences of 4 to 6 words Start a conversation Use talk to organise play 	<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Start to say how they are feeling, using words & actions Begin to develop conversation skills Develop 'pretend' play Use speech sounds - p, b, m, w Understand simple questions about: <ul style="list-style-type: none"> Who, what, where <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Use longer sentences of 4 to 6 words Start a conversation Use talk to organise play 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Start a conversation Take turns in a conversation Use talk to organise play 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Express a point of view when they disagree, using words as well as actions Start a conversation Take turns in a conversation Use talk to organise play <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Learn new vocabulary through the day Describe some events in detail 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Express a point of view when they disagree, using words as well as actions Start a conversation Take turns in a conversation Use talk to organise play <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Learn new vocabulary through the day Describe some events in detail Develop social phrases 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books and be able to tell a long story Use longer sentences of 4 to 6 words Express a point of view when they disagree, using words as well as actions Start a conversation Take turns in a conversation Use talk to organise play <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Learn new vocabulary through the day Describe some events in detail Develop social phrases
<p>Level of demands/Questions –</p> <p>Blanks level 1 – Naming – objects in sight</p> <ul style="list-style-type: none"> Name an object (What's this) 	<p>Level of demands/Questions –</p> <p>Blanks level 1 – Naming</p> <ul style="list-style-type: none"> Name an object (What's this) 	<p>Level of demands/Questions –</p> <p>Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Sentence completion (You're eating a....) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions –</p> <p>Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Sentence completion (You're eating a....) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions –</p> <p>Blanks level 2 – Describing – objects in sight</p> <ul style="list-style-type: none"> Sentence completion (You're eating a....) Describing words (Do you want a red/green apple?) Describe a scene (What is ...doing with...?) 	<p>Level of demands/Questions –</p> <p>Blanks level 3 – Retelling – objects NOT NECESSARILY in sight</p> <ul style="list-style-type: none"> Tell a story/event
<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Two – two and half years -</p> <ul style="list-style-type: none"> Three word sentences <ul style="list-style-type: none"> Subject, verb and object <p>Two and half – 3 years -</p> <ul style="list-style-type: none"> Four word sentences 	<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Three - three and half years-</p> <ul style="list-style-type: none"> Most sentence structure achieved Start joining phrases with...and Start embedding phrases Use comparatives and superlatives (my model is bigger than yours) 	<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Three - three and half years-</p> <ul style="list-style-type: none"> Most sentence structure achieved Start joining phrases with...and Start embedding phrases Use comparatives and superlatives (my model is bigger than yours) 	<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Three and half – four years -</p> <ul style="list-style-type: none"> Wider variety of connectives Common irregular past tense Common irregular nouns Start using passive voice (tom...) 	<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Three and half – four years -</p> <ul style="list-style-type: none"> Wider variety of connectives Common irregular past tense Common irregular nouns Start using passive voice (tom...) 	<p>Developing Narrative Skills – expressive language -</p> <p>(Language and Literacy 2 – 4 years – Eiklan)</p> <p>Four years plus -</p> <ul style="list-style-type: none"> Words at start of sentence for connectivity (actually....) increasingly complex sentences)
<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>22 – 36 months –</p> <ul style="list-style-type: none"> acts out routines – longer phrases small world play - longer phrases 	<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>22 – 36 months –</p> <ul style="list-style-type: none"> acts out routines – longer phrases small world play - longer phrases <p>30 – 50 months –</p> <ul style="list-style-type: none"> role play – use sentences to convey messages 	<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>30 – 50 months –</p> <ul style="list-style-type: none"> role play – use sentences to convey messages 	<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>30 – 50 months –</p> <ul style="list-style-type: none"> role play – use sentences to convey messages 	<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>30 – 50 months –</p> <ul style="list-style-type: none"> role play – use sentences to convey messages <p>40 – 60 months –</p> <ul style="list-style-type: none"> cooperative and complex imaginative play – simple sentences are grammatically correct 	<p>Play for language and literacy – speaking (Language and Literacy 2 – 4 years – Eiklan)</p> <p><u>Imaginative play –</u></p> <p>30 – 50 months –</p> <ul style="list-style-type: none"> role play – use sentences to convey messages <p>40 – 60 months –</p> <ul style="list-style-type: none"> cooperative and complex imaginative play – simple sentences are grammatically correct

