

# Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Communication & Language**

Aspect: **Listening, Attention and Understanding**

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

# Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Communication & Language**

Aspect: **Speaking**

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

