

The Foundation Years Long Term Plan - Reception Regina Coeli Catholic School

Communication and Language - Listening and Attention		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention - still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p><u>40-60 months</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.</p> <p><u>Early Learning Goals</u> <i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To listen and respond • To listen to others on a one-to-one basis or when conversation interests them • To maintain concentration and attention when an activity interests them • To select favourite stories, songs and rhymes and join in with repeated refrains • To listen or do and refocus attention as required • To follow directions • To sit quietly and maintain attention and concentration during appropriate activity • To listen and do for a short time • To be able to listen attentively in a range of situations e.g. stories, carpet sessions, assemblies. • To be able to listen to stories. • To anticipate key events in stories. • To respond to what they hear with relevant comments, questions and actions. • To listen to others and respond appropriately whilst engaged in an activity. 	<p>Ongoing observation and assessment used to identify and plan needs. Visual signs and prompts including sign language to remind children of skills for listening and attention 3 a day stories Core book box, traditional and cultural stories, nursery rhymes, oral stories Puppets Props and resources for children to act out familiar songs, rhymes and stories Ring games Circle time & routine songs One to one and small group activities for children with EAL Adult support during circle time for children with EAL and identified needs Use names before giving instructions Children to learn names of peers and staff and how to pronounce them properly Play games that involve listening for a signal Plan small group story sessions to focus on listening and responding appropriately. To use key questions to encourage children to anticipate key events.</p>

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Communication and Language - Understanding		
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Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To follow simple instructions • To begin to identify objects by their use • To commentate on and evaluate own activities • To begin to question and offer explanations • To begin to answer how and why questions • To show an understanding of positional language • To show their understanding of the meaning of specific words 	<p>Set up shared experiences that children can reflect upon e.g. visits and cooking. Adults to give simple instructions to children. Adults to model new vocabulary in whole group sessions and reinforce during small group and one-to-one situations Adults to give children time to think before answering especially those children with EAL</p>

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<p>Beginning to understand 'why' and 'how' questions.</p> <p><u>40-60 months</u></p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Early Learning Goals</u></p> <p><i>Children follow instructions involving several ideas or actions.</i></p> <p><i>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p>	<ul style="list-style-type: none"> • To respond to and follow instructions • To talk activities thorough, reflecting on and modifying actions • To respond to and follow instructions involving a 2 part sequence • To understand humour • To follow a simple story without props or pictures • To follow a conversation and respond appropriately • To follow instructions involving several ideas/actions. • To be able to answer questions about their experiences. • To be able to answer questions in response to stories/events. 	<p>Adults to model thinking skills using vocabulary such as 'I wonder, I think, what will happen if..'</p> <p>Model symbolic play</p> <p>Use signs, pictures and objects alongside words</p> <p>Use displays to remind children of what they experienced</p> <p>Provide resources that excite curiosity</p> <p>Provide practical experiences that encourage children to ask and respond to questions</p> <p>Children to be given opportunities to predict and order events using talk and action.</p> <p>Give children opportunities to role play and act out in character.</p> <p>Ask children how they will accomplish a task.</p> <p>Support children to; identify patterns in stories, draw conclusions, explain effect, predict and speculate.</p> <p>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</p>
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Communication and Language - Speaking

Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u></p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past</p>	<p><i>Children will be able....</i></p> <ul style="list-style-type: none"> • To use 'because' and 'and' to link thoughts • To retell a simple past event in correct order • To verbalise a sequence of events and how they are related • To recall and relive past experiences • To question why things happen and give explanations • To use a range of tenses 	<p>Adults to rephrase children's language using the correct grammatical structure</p> <p>Provide activities for children to relive past experiences</p> <p>Talking tables</p> <p>Class toy to take home at weekends</p> <p>Small group and one-to-one</p>

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<p>experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> Uses a range of tenses (e.g. <i>play, playing, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></p> <p><u>40-60 months</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><u>Early Learning Goals</u> <i>Children express themselves effectively, showing awareness of listeners' needs.</i> <i>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i> <i>They develop their own narratives and explanations by connecting ideas or events.</i></p>	<ul style="list-style-type: none"> • To use intonation and rhythm to make themselves understood • To use vocabulary focused on objects and people important to them • To increase their vocabulary reflecting their experiences • To use talk to pretend objects stand for something else in play • To be confident to use language in a variety of situations • To use simple grammatical structures • To talk about what they have been doing • To talk about things that will happen • To use talk to connect ideas using actions or objects • To retell a simple past event in the correct order <ul style="list-style-type: none"> • To group and to name objects • To explore the meaning and sounds of new words • To use language to create roles and experiences • To link statements • To stick to main theme or intention • To use talk to clarify thinking and feelings • To use talk to organise and sequence ideas and events • To introduce a storyline into their play <ul style="list-style-type: none"> • To express themselves effectively, showing awareness of listeners needs. • To use past forms accurately when talking about events that have happened. • To use present forms accurately to talk about events that are happening. • To use future forms accurately when talking about events that are to happen in the future. • To develop their own narratives, connecting ideas and events. 	<p>activities for children with EAL Adults to model thinking skills using vocabulary such as 'I wonder, I think, what will happen if..' Provide props and resources for children to develop new vocabulary Provide activities that develop children's observed interests to encourage them to question and connect ideas Adults to give children thinking time Adults to use open questions Adults to use more statements than questions Introduce news words in the context of play and activities Adults to encourage conversation with others and model appropriate conventions e.g. turn-taking, waiting until someone else has finished. Respond sensitively to social conventions used at home. Model how to use language to negotiate. E.g. "May I...?" "Would it be alright if...?" Model language appropriate for different people e.g. a visitor. Plan activities that encourage children to experiment with words and sounds e.g. nonsense rhymes. Always value children's contributions and use them to shape the direction of</p>
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	<ul style="list-style-type: none">• To develop their own explanations, connecting ideas and events.	discussions. Set up collaborative activities to encourage talk. Use key vocabulary for different tasks - share with all practitioners to ensure appropriate modelling.
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