

**Medium Term Planning      Nursery and Reception      St Michael's Nursery & Infant School**  
**PRIME AREA - Communication and Language      Spring 1 Traditional Tales      Mrs C Sloan**

| Early Learning Goals   | Learning Objectives  | Learning Activities/Experiences   |
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| <ul style="list-style-type: none"> <li>• <b>Listening and attention:</b> 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 or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> <br/> <li>• <b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <br/> <li>• <b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their</li> </ul> | <p>Listens to others one to one or in small groups, when conversation interests them.<br/>           Listens to stories with increasing attention and recall.<br/>           Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.<br/>           Focus attention – still, listen or do, but can shift own attention.<br/>           Follow directions (if not intently focused on own choice of activity).<br/>           Maintain attention, concentrate and sit quietly during appropriate activity.<br/>           Two-channelled attention – can listen and do for short span.<br/>           Understands use of objects<br/>           Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.<br/>           Respond to simple instructions, e.g. to get or put away an object.<br/>           Beginning to understand 'why' and 'how' questions<br/>           Respond to instructions involving a two-part sequence.<br/>           Understand humour, e.g. nonsense rhymes, jokes.<br/>           Able to follow a story without pictures or props.<br/>           Listen and respond to ideas expressed by others in conversation or discussion.<br/>           Begin to use more complex sentences to link thoughts<br/>           Retell a simple past event in correct order<br/>           Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.<br/>           Question why things happen and gives explanations.</p> | <p>Listen to a selection of Traditional Tales, including different versions of the same stories.<br/>           Maintain attention and talk about the story.<br/>           Talk about front and back covers of books.<br/>           Story sequencing, predicting endings and joining in with repeated refrains<br/>           Looking at &amp; describing characters<br/>           Retelling stories in different ways<br/>           Use story sacks and baskets and role play areas to help children recall the stories.<br/>           Act out stories in class and in Role Play areas.<br/>           Use talk to describe picture and characters.<br/>           At tidy time respond to instructions such as 'Please put away the playdough cutters'. Also follow two part instructions 'Wash your hands and go and put on your coat'<br/>           Reviewing stories and giving opinions. Ask 'why' and 'how' questions<br/>           Ask children to talk about their experiences of Christmas. How did they celebrate? Who were they with? Why was that their favourite present?<br/>           Encourage children to use the correct tense when speaking and ask open ended questions.<br/>           At circle times, ask children to listen to other children and respond to their ideas or questions.<br/>           Ask children questions about the people and objects they are most familiar with and encourage them to speak clearly and with confidence.<br/>           When working in the role play area encourage children to use appropriate language for their chosen role. e.g. The shoemaker, elves, witch etc<br/>           Make models with junk and construction. Encourage children to</p> |

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| <p>own narratives and explanations by connecting ideas or events.</p> | <p>Use a range of tenses<br/>         Use intonation, rhythm and phrasing to make the meaning clear to others.<br/>         Use vocabulary focused on objects and people that are of particular importance to them.<br/>         Build up vocabulary that reflects the breadth of their experiences.<br/>         Use talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i><br/>         Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.<br/>         Use language to imagine and recreate roles and experiences in play situations.<br/>         Link statements and stick to a main theme or intention.<br/>         Use talk to organise, sequence and clarify thinking, ideas, feelings and events.<br/>         Introduce a storyline or narrative into their play.</p> | <p>talk about their models and what different pieces do e.g. this tube is the tall tower<br/>         When choosing library books, ask children why they have chosen that book and whether they enjoyed the last story they read.</p> |
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