

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> Listening and attention: 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. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: 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 own narratives and explanations by connecting ideas or events. 	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Focus attention – still, listen or do, but can shift own attention.</p> <p>Follow directions (if not intently focused on own choice of activity).</p> <p>Maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Understands use of objects</p> <p>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Respond to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Begin to use more complex sentences to link thoughts</p> <p>Can retell a simple past event in correct order</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Question why things happen and gives explanations.</p>	<p>WEEK 1 – Pets/ Vets</p> <p>WEEK 2 – Zoo animals</p> <p>WEEK 3 – Farm animals</p> <p>WEEK 4 – Wild animals in depth (links to zoos – but in more depth about their natural environment).</p> <p>Listen to a selection of stories about animals e.g. The new puppy, I don't want a cool cat, I don't want a posh dog, Dear Zoo, Noisy farm, Walking through the jungle, Rumble in the jungle, Mog and the V.E.T.</p> <p>Read non fiction books about animals –popular pets big book, information books about farm and zoo animals.</p> <p>Maintain attention and talk about the story.</p> <p>Talk about front and back covers of books.</p> <p>Story sequencing, predicting endings and joining in with repeated refrains.</p> <p>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'</p> <p>Reviewing stories and giving opinions. Ask 'why?' and 'how?' questions.</p> <p>Encourage children to use the correct tense when speaking and ask open ended questions. E.g. when visiting the vets</p> <p>At circle times, ask children to listen to other children and respond to their ideas or questions.</p> <p>Watch video clips about pets and vets from early vision box – answer questions about the videos.</p> <p>Ask children questions about the people and objects they are most familiar with and encourage them to speak clearly and with confidence.</p> <p>When working in the role play area encourage children to use appropriate language for their chosen role. eg. in the vets, talk</p>

	<p>Use a range of tenses</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Use vocabulary focused on objects and people that are of particular importance to them.</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Use talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i></p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>about what is wrong with their pet and talk about equipment used.</p> <p>In the pet shop, ask for items and pay at the till.</p> <p>Make models with junk and construction. Encourage children to talk about their models and what different pieces do e.g. the mesh keeps the pet in, the box makes a field for the animals.</p> <p>When choosing library books, ask children why they have chosen that book and whether they enjoyed the last story they read.</p> <p>Share books with parents and other adults on World Book Day - 7th March</p> <p>Ask children to recall what they did in the half term holiday.</p> <p>Encourage others to them ask questions.</p> <p>Use new vocabulary related to this topic – vets equipment, animals and their young etc.</p> <p>Time to talk activities.</p>
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