

**Medium Term Planning    Nursery & Reception**  
**PRIME AREA - Communication and Language**

**St Michael's Nursery & Infants**  
**Summer 1 People who help us      C.Sloan**

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<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> <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> <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 own narratives and explanations by connecting ideas or events.</li> </ul>	<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</p>	<p>Listen to a selection of stories about emergency workers</p> <p>Read 'Not like that, like this' by Tony Bradman about how fire fighters freed Dad from the railings. Read non fiction books about people who help us.</p> <p>Maintain attention and talk about stories; recalling characters, settings, predicting endings etc</p> <p>Talk about front and back covers of books.</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>Ask the children what they think different people do in their jobs. Write down their answers to review later in the topic.</p> <p>Encourage children to use the correct tense when speaking and ask open ended questions. e.g. when thinking of questions for our visitors.</p> <p>At circle times, ask children to listen to other children and respond to their ideas or questions.</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. E.g. in the police station use crime reports, note down details.</p> <p>Speak into a sound recorder stating name and address</p> <p>Make models with junk and construction. Encourage children to talk about their models and what different pieces</p>

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	<p>thoughts 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>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>do e.g. the box makes a fire engine, pot makes the lights etc.</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>Ask children to recall what they did in the Easter holiday. Encourage others to them ask questions.</p> <p>Use new vocabulary related to this topic – kitchen and office equipment, tools, police, fire fighter, hospital equipment</p> <p>Ask the children to think about questions that they can ask the visitors?</p> <p>Role play what we would do in certain emergencies. Eg. How we would call 999 and what sort of information we would need to give them. When would you use 101 instead?</p> <p>Stress importance of emergency.</p> <p>Introduce new vocabulary to do with emergency services and see if the children understand them, explain what they mean.</p> <p>Watch DVD clips of people who help us and ask the children questions about what has happened and why.</p>
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