

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 	<ul style="list-style-type: none"> ● To develop language skills through structured discussions linked to books. ● To listen attentively to adults and peers, one to one or in small groups ● Follow and respond to instructions, understanding simple sentences with who/what/where questions. ● Respond to familiar noises ● Show an interest in sounds, songs and rhymes ● Hold conversations ● Learn new words related to topics ● Use a variety of questions ● Retell a simple past event in correct order ● Use vocabulary focused on objects and people important to them ● To join in and retell stories ● To talk about pictures in books. ● To talk about own experiences in class and group times. ● To build up a bank of descriptive language. ● To use imaginative talk in role play. ● To talk about their feelings and describe objects. ● To make own stories inspired by books, poems, pictures, music etc. 	<p>Use feely bag to describe different toys and ask children to guess what it is.</p> <p>Talk about our favourite toys. Ask children to say what they like about them and encourage others to ask questions.</p> <p>Listen to the story of Guy Fawkes – sequence the story to retell with pictures</p> <p>Read the poem 'I my toy box I have got' (toys and games p6). Identify rhyming words and think of more</p> <p>Memory game – 'I went to the toy shop and bought' – add a new toy each time</p> <p>Use appropriate vocabulary in the toy shop to have conversations with each other – take on roles of customer/shopkeeper</p> <p>Talk about their experiences of Bonfire night – ask children to tell their peers about something that they enjoyed</p> <p>Set up the role play areas as a toy shop in R and 'We're going on a Bear Hunt' in N then Santa's workshop and a Christmas house.</p> <p>Read toy stories such as Old Bear, Dogger, Kipper's toybox, The Blue balloon and Winter/Christmas stories as well as non-fiction books about bears and toys.</p> <p>Talk about your favourite toy in the classroom. Why do they like it? Who do they play with? What is their favourite indoor/outdoor toy?</p> <p>Talk about the sorts of things we do with our families at</p>

Medium Term Planning Nursery & Reception St Michael's Nursery & Infant School Sarah Ives
PRIME AREA - Communication and Language Autumn 2 Toys, Guy Fawkes, Remembrance & Christmas

connecting ideas or events.		Christmas. Can the children remember anything they did last Christmas? Begin a 'Time to Talk' session every Monday afternoon with a group of EY's children KC
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