

EYFS Long Term Plan-Communication and Language

	ELGs- Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. 			ELGs-Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Question	Cycle 1 Who Am I? Cycle 2		Cycle 1 What is my heritage and culture? Cycle 2		Cycle 1 Local History/Geography study Cycle 2	
Year Group Line of Enquiry	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Down on the Farm	Under the sea
Quality Text	Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell;	Non-fiction texts about Divali, hannukah, bonfire night, advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani	The Three Little Pigs-Trad. What do people do all day? – Richard Scarry A Place called Home – Kate Baker I Love Chinese New Year Eva Wong Nava & Li Xin	Jack and the Beanstalk The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton	Rainbow Fish Pirates Love Underpants Harry saves the Ocean – Sylva Fae Michael Recycle – Ellie Bethel The dinosaur who pooped a pirate The dinosaur who pooped a princess
Visits and visitors	None this term	<ul style="list-style-type: none"> Visit - to the church (no cost) Visit – Corby library and theatre visit, Or pantomime. (cost) Visitor from school community to talk about Diwali? (no cost) 	<ul style="list-style-type: none"> Visitors- Police, Fire service, dentist, (no cost) Visitor from school community to talk about Chinese New Year? (no cost) 	<ul style="list-style-type: none"> This term or next term - Visit - Kingswood (cost) 	<ul style="list-style-type: none"> Visit – Farm (cost) 	<ul style="list-style-type: none"> Princess/mermaid and Pirate Experience Day in school (no cost)

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			<ul style="list-style-type: none"> This term or next term - Visit - Kingswood (cost) 			
Listening, Attention and Understanding	<p>During the Autumn term children will learn to:</p> <ul style="list-style-type: none"> -Follow simple instructions -Join in at carpet times/story times. -Contributes relevant comments in discussions. -Talk to others and take it in turns to speak. 	<p>During the Autumn term children will learn to:</p> <ul style="list-style-type: none"> - listen carefully and understand why listening is important. -Reliably follow simple instructions -Responds to a range of questions. -Engage in story times and join in with familiar songs and rhymes. -Wait and take turns in conversation. 	<p>During the Spring term children will learn to:</p> <ul style="list-style-type: none"> -Say what they think. -Ask questions about what they have heard. -Respond to what others say. -Develop listening behaviours. 	<p>During the Spring term children will learn to:</p> <ul style="list-style-type: none"> -Reliably follow instructions (with two or more parts) -Say what they think -Ask questions about what they have heard. -Respond to what others say. -Listen in whole school Collective Worship and recall some of the themes and comments. 	<p>During the Summer term children will learn to:</p> <ul style="list-style-type: none"> -Listen attentively. -Respond with questions, comments and actions. - Make comments about what they have heard. -Ask questions to help them understand. -Follow complex instructions 	<p>During the Summer term children will learn to:</p> <ul style="list-style-type: none"> -Listen attentively. -Respond with questions, comments and actions. -Make comments about what they have heard. -Ask questions to help them understand.

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Speaking	<ul style="list-style-type: none"> -Express a point of view. -Use talk to communicate needs -Use talk to share what they think. -Use speech as a way of starting to express themselves. 	<ul style="list-style-type: none"> -Share ideas in small groups and with familiar adults. -Begin to share their ideas with familiar adults. -Talk to others (adults and children). -Use talk to organise their thoughts and feelings. -Listen to and talk about stories, rhymes and non-fiction. -To use full sentences. -Use new vocabulary. 	<ul style="list-style-type: none"> -Share ideas in small groups and with familiar adults. -Explain events that have already happened in some detail. -To use full sentences. -Begin to use past, present and future tenses. 	<ul style="list-style-type: none"> -Take part in whole class and group discussions. -Explain events that have already happened in some detail. -Begin to use past, present and future tenses. -Use full sentences using past, present and future tenses. -To use talk in different ways 	<ul style="list-style-type: none"> -Take part in small group, whole class and one-to-one discussions. -Explain why things happen and might happen. -Use vocabulary from stories, non-fiction, rhyme and poems. -Express ideas and feelings. -Use full sentences using past, present and future tenses. -Use conjunctions (with support and modelling) to connect ideas. 	<ul style="list-style-type: none"> -Take part in small group, whole class and one-to-one discussions. -Explain why things happen and might happen. -Use vocabulary from stories, non-fiction, rhyme and poems. -Express ideas and feelings. -Use full sentences using past, present and future tenses. -Use conjunctions (with support and modelling) to connect ideas.
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Communication and Language is an integral part of the EYFS curriculum and it is developed throughout the year in lots of ways:

- High quality interactions
- Daily group discussions
- Circles times
- RE
- Collective Worship
- PSHE
- Stories
- Singing
- Role play

Repetition is key!

Children need time to practice and consolidate their communication and language skills.

“Language is the foundation of children’s thinking and learning.” (Dev Matters 2021’)