



	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Theme	It's Wonderful Being Me	Sparkle and Shine	Growing Up	It's a Wild World	
Focus	Listening and Attention				
Skills	30-50 months <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Is able to follow directions (if not intently focused on own choice of activity). 	30-50 months <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Focusing attention – still listen or do, but can shift own attention. 	40-60+ months <ul style="list-style-type: none"> Two-channelled attention – can listen and do for short span. Maintains attention, concentrates and sits quietly during appropriate activity. 	Early Learning Goal 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. Exceeding Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.	
Focus	Understanding				
Skills	30-50 months <ul style="list-style-type: none"> Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. 	30-50 months <ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions. 40-60+ months <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. 	40-60+ months <ul style="list-style-type: none"> Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. 	Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Exceeding After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.	
Focus	Speaking				
Skill	30-50 months <ul style="list-style-type: none"> Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> 	30-50 months <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Builds up vocabulary that reflects the breadth of their experiences. 40-60+ months <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. 	40-60+ months <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	Early Learning Goal 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.	

Note: May be subject to change led by the children's inquiry and interests.