FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Communication and Language Early Learning Goals:** **Listening, Attention and Understanding** Children at the expected level of development will: • 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 their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** Children at the expected level of development will: • 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 when 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.
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Communication and Language (CL)	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	Understand how to listen carefully and why listening is important.	Introduction/reinforcement of listening expectations including strategies to support children to transition from one task to another (wiggly fingers). Children are encouraged to follow two step instructions using actions or visuals where necessary e.g. pointing. They are given time to process this information. Children are exposed to a range of contexts in order to apply their listening skills such as whole class inputs and assembly.	Understand how to listen carefully and why listening is important.	Children know and respond independently to listening expectations. They are able to listen to others, especially in small groups and 1:1 contexts. Children are able to follow two step instructions using prompts where necessary.	Understand how to listen carefully and why listening is important.	Children are able to listen to peers, adults and visitors in groups and whole class settings. They are able to apply their listening skills in assembly and for other larger events. Children are able to follow two step instructions. Children are encouraged to listen carefully to their friends' contributions and build on their ideas.	
	Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. sunflower farmers, nature detectives, Harvest, bonfire night. Stories are carefully chosen to develop children's vocabulary	Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. Easter. Stories are carefully chosen to develop children's vocabulary.	Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. the summer trip.	

		Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure.					
	Articulate their ideas and thoughts in well-formed sentences.	Appropriate contributions by children are valued and encouraged. Children have the opportunity to speak in smaller groups to build their confidence further. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure. Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.	Articulate their ideas and thoughts in well-formed sentences.	Children are given lots of opportunities for conversation with peers and adults	Ask questions to find out more and to check they understand what has been said to them.	Children ask and answer questions and make comments during class discussion Children use questioning to check they understand what has been said to them.	
	Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.	Songs and rhymes are integral to the daily routine of the school day to encourage children to expand their existing vocabulary. Children are encouraged to join in with a wide range of songs and rhymes and share their own favourites from home.	Connect one idea or action to another using a range of connectives. Describe events in some detail.	Children are articulate speakers, who are able to share their thoughts and ideas in well-formed sentences. Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.	

	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	Children are given opportunities to think about abstract ideas e.g. "how do you think she is feeling?" Children are given planned opportunities to answer how and why questions. Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language. Children's conversations with their peers are supported and encouraged by an adult to enable the children to develop more complex spoken language. Where children disagree, adults support them to express their point of view using words.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	Children are given planned opportunities to ask and answer how and why questions Children are encouraged to ask about abstract ideas e.g. "how do you think she is feeling?" Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language. Children are able to use talk to help them solve problems, get help and organise their thinking. Adults model this skill by "thinking out loud." Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses. Where children disagree, adults support them to express their point of view using words.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	Children independently ask and answer how and why questions, including in play, small groups and whole class contexts. Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language. Children can use talk to help them organise games, explain how things work and think about why things might happen. Children are able to resolve problems using their words.	

					Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.	Children are given daily opportunities to listen to high quality stories. They are encouraged to retell the stories they know. They can predict key events and make inferences about what characters are thinking or feeling. Children use their knowledge of familiar stories to create their own narratives. They have support to change characters, settings or events where necessary.	
	Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.	Children are given daily opportunities to listen to high quality stories. They are encouraged to retell the stories they know. Children respond appropriately to questions and comments in class discussion including story time and other whole class inputs. Children are given opportunities to recall/retell key events and add detail.	Engage in storytimes. Listen to and talk about stories to build familiarity and understanding.	Children are given daily opportunities to listen to high quality stories. Children are able to retell key events in sequence and add detail. They can predict key events using their knowledge of stories and storytelling. Children can think of ways they might like to change a story, with a focus on changing the characters.	Articulate their ideas and thoughts in well-formed sentences.	They are encouraged to make contributions, using sentence stems to help them structure their thoughts where appropriate.	
			Ask questions to find out more and to check they understand what has been said to them.	Children are supported to use questioning to check they understand what has been said to them.	Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.	Songs and rhymes are integral to the daily routine of the school day to encourage children to expand their existing vocabulary. Children are encouraged to join in with a wide range of	

						songs and rhymes and share their own favourites from home	
			Connect one idea or action to another using a range of connectives. Describe events in some detail.	Children are given lots of opportunities for conversation with peers and adults	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Non-fiction texts are used to support children's interest in and knowledge of the world around them.	
	French	Greetings, saying your name, numbers 1 - 10, colours, nativity.	French	Epiphany, birthdays, days of the week, months and birthdays. Colours, numbers 1-10, Easter.	French	Family, name phrases, farm animals and sounds.	