

ROCKWOOD NURSERY SCHOOL

COMMUNICATION AND LANGUAGE CURRICULUM - 2-4 YEAR OLDS - UNDERSTANDING

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ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
UNDERSTANDING	<ul style="list-style-type: none"> I may need visual cues/gestures to aid understanding Some single words in context e.g. cup, milk What 'no' & object is e.g. no water in the cup Some simple adjectives such as dirty/big etc How to understand 3-word level 'wash dolly's hair' What big/little is What the function of objects are in role play e.g. pretend to drink I am beginning to respond to repetitive key vocabulary and events e.g. tidy up time Some simple words e.g. stop (at tidy up time, drink or snack time) 	<ul style="list-style-type: none"> The function of simple vocabulary, including verbs Some simple verbs Some simple instructions in context e.g. get your coat How to develop pretend play e.g. banana for a phone 	<ul style="list-style-type: none"> Some, what, where and who questions How to develop the concepts of positional language, such as, in, on, under How to respond to a question that requires a yes or no answer How to sort things that go together How to understand simple sentences
INTENT			
I know...			

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ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
<p>UNDERSTANDING</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> The pronouns he/she Some positional language behind/in front Some negative forms such as isn't, can't, don't Some functions of the body - sense etc 	<ul style="list-style-type: none"> Some emotions How to identify happy, sad and angry faces The term Why? 	<ul style="list-style-type: none"> How to start to understand a range of emotions and communicate why they or someone else feels like that I am beginning to respond to complex instructions A range of emotions Quantities such as many/few/most What long & short are Why, cause and effect The terms his/her The terms first and last The pronouns they/their What the same and different are The terms what/where/why 	<ul style="list-style-type: none"> The term 'when' That things that go together are not always the same e.g. foods - fruit and veg The term after The terms either/or What the functions of objects are 	<ul style="list-style-type: none"> How to ask appropriate questions to further my knowledge What simple jokes and play on words are A range of emotions How to make predictions The days of the week The terms who/why/where/when/how How to use knowledge and experiences to widen my experiences by asking relevant questions & discussing with others

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Understanding

IMPLEMENTATION

We will.....

- Use the child's name and wait for a response before continuing
- Encourage eye contact and observe the children closely to know when they are struggling to understand.
- Be active and interested companions who encourage interactions
- Speak clearly and not too fast
- Match language appropriate to the child's level of understanding
- Use gesture, non-verbal cues and visuals to support children to understand the spoken word
- Be sensitive to children's needs - rephrase or offer new vocabulary to aid understanding
- Keep instructions and vocabulary simple to help the youngest children understand
- Begin by providing 1 instruction/command at a time and emphasis the key words.
- Be aware of children's understanding using WellComm assessments and EAL checklist etc.
- Understand that receptive language usually develops before expressive language therefore children often understand more than they can say
- Repeat experiences/activities/stories in different ways to build firm foundations that allow children to consolidate their learning
- Build supportive relationships so children will feel safe and secure to explore and ask questions to further their learning
- Encourage children's involvement in rhymes and stories by leaving gaps or by making deliberate mistakes
- Encourage children to recall and predict events
- Use lots of visual at group times to aid understanding and keep the children interested