

## Let's Communicate -

We know that children's attainment in the early years can have a lasting impact on their future health and educational achievements. This is particularly important for children's communication & language development as this area underpins all other aspects of learning & development. Language is at the heart of their thinking & learning and creates the foundations on which literacy is built upon. Due to the importance of securing this area in the early years and a renewed focus on giving children from disadvantaged backgrounds the best possible start to their education journey.

| Let's Communicate - C&L | Autumn 1                     | Autumn 2                           | Spring 1               | Spring 2                                | Summer 1   | Summer 2                              |
|-------------------------|------------------------------|------------------------------------|------------------------|---|------------|---------------------------------------|
| Week 1                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Sentence Building | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 2                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Sentence Building | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 3                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Sentence Building | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 4                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Sentence Building | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 5                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Telling a Story   | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 6                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Telling a Story   | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 7                  | Attention & Listening Skills | Social & Interaction & Play Skills | Understanding Language | Expressive Language - Telling a Story   | Vocabulary | Speech Pronunciation & Fluency Skills |
| Week 8                  |                              |                                    | Understanding Language | Expressive Language - Telling a Story   | Vocabulary | Speech Pronunciation & Fluency Skills |

## Autumn 1

| Let's Communicate - C&L | Communication & Language Development area | Activity:   |
|-------------------------|---|---|
| Week 1                  | Attention & Listening Skills              | Musical chairs/statues/bumps  |
| Week 2                  | Attention & Listening Skills              | Simon Says  |
| Week 3                  | Attention & Listening Skills              | Sound walk - listen for different sounds on a walk outside or around the school, then use these to paint a picture or compose a group display.  |
| Week 4                  | Attention & Listening Skills              | Chinese whispers - pass on an action message round the circle. E.g. jump up and down. The last pupil to receive the message has to perform the action.  |
| Week 5                  | Attention & Listening Skills              | Use musical instruments and other sounds to talk about long, short, quiet & loud sounds.  |
| Week 6                  | Attention & Listening Skills              | What's in the box? Adult describes an object in a box that only they can see. Children listen and guess what it is.   |
| Week 7                  | Attention & Listening Skills              | Thumbs up, thumbs down - say some true and false statements and the children have to put their thumbs up/down depending on if it's true or not. These could be incorporated into curriculum topics. |
| Week 8                  | Attention & Listening Skills              | Fruit Salad - give each child a label e.g. fruit, animal, colour. When the adult calls out the label children with that label must stand up/do an action/swap places.                               |

Autumn 2

|                         |   |  |
|-------------------------|---|--|
| Let's Communicate - C&L | Communication & Language Development area | Activity:  |
| Week 1                  | Social Interaction & Play Skills          | <u>Dance &amp; Freeze</u> - Dance freeze is a dynamic movement activity that challenges kids to freeze their dancing every time the circle time music stops.   |
| Week 2                  | Social Interaction & Play Skills          | <u>Bug in a Rug Circle Time Game</u><br>After having one of the children hide under a blanket, the guesser has to survey the circle to figure out who is missing   |
| Week 3                  | Social Interaction & Play Skills          | <u>Parachute time!</u> Take the class parachute outside and play different games using the parachute & a ball!   |
| Week 4                  | Social Interaction & Play Skills          | <u>Show &amp; Tell</u> - each child brings in a toy from home & in smaller groups, talk about their toy to their friends and then share each other's toys to play.   |
| Week 5                  | Social Interaction & Play Skills          | <u>Don't Wake The Monkey!</u><br>Put the puppet or teddy into the middle of the circle. They are 'asleep'. Then get either a <u>tambourine, bells or keys</u> . Then, pass these around the circle as silently as possible.<br><br>Before that, though, there is a chant to all say together in a whisper;<br><i>Little monkey's sleeping on the ground. Sh! Sh! Sh! We must not wake him with a sound. Sh! Sh! Sh!</i><br>Then, as silently as possible, try passing the instrument around the circle. The children have to work together, and try and get it all the way around. |
| Week 6                  | Social Interaction & Play Skills          | <u>Pass the Potato</u><br><br>Passing the potato works like passing the parcel, you'll need a potato and some music. When the music stops, the child holding the potato must sit outside the circle. Keep going until you have a champion!   |

|        |                                  |   |
|--------|----------------------------------|---|
| Week 7 | Social Interaction & Play Skills | <u>Pin the tail on the donkey!</u><br>Have a flipchart of a donkey with a missing tail, ask the children what is missing. Show them the tail and say we need to stick it back on him. For this, you will need a blindfold and something to help the tail stick. Spin the child around one at a time and let them have a go at pinning the tail on the donkey! |
| Week 8 | Social Interaction & Play Skills | <u>Spin the bottle</u><br>Put the bottle in the middle of the circle, and choose one child to come and spin it. They spin the bottle and shout one child's name. That child has to jump up and pick up the bottle before it stops spinning.   |

### Spring 1-

|                         |   |   |
|-------------------------|---|---|
| Let's Communicate - C&L | Communication & Language Development area | Activity: <u>Ready, steady, talk!</u> - <i>all materials found on the drive.</i>  |
| Week 1                  | Understanding language                    | <u>Which animal am i?</u> Choose an animal from the pictures and make its sound. Children can guess which animal the sound belongs to by pointing to the right picture.   |
| Week 2                  | Understanding language                    | <u>Ollies Shopping Bag</u> - Make up a story about Ollie going shopping, or use this one. Ask your child to remember what's in Ollie's bag.   |
| Week 3                  | Understanding language                    | <u>Things that go together</u> - Tell your child that these objects are mixed up and need sorting out. Ask them to say which things go together - which go in the sandpit, which are for making pictures and which are clothes?           |
| Week 4                  | Understanding language                    | <u>What do you hear?</u> - Ask your child to "Be really quiet, so you can listen". Together listen to the noises around you (the dog barking, the birds singing, the fridge humming, etc.) Talk with your child about what they can hear. |
| Week 5                  | Understanding language                    | <u>Listen and colour</u> - Ask your child to colour in the picture bit by bit by following instructions like:   |

|        |                        |   |
|--------|------------------------|---|
|        |                        | "Colour the boy's arm" or "Colour the girl's top". It doesn't matter which colour is used.  |
| Week 6 | Understanding language | <u>Tell me a story</u> - Tell the children that you're going to help them tell Baby Bear a story. (You will need a toy bear). Ask them to listen carefully so they can repeat the story to Baby Bear once you've finished. Prompt them if needed, e.g. "What happened next?" or "And then..." |
| Week 7 | Understanding language | <u>All about us!</u> - Create a fact file for your class, what does everyone like, dislike, how many children do we have that are blonde, brown, etc? Create fact file flipchart.   |
| Week 8 | Understanding language |   |

## Spring 2 -

|                         |   |   |
|-------------------------|---|---|
| Let's Communicate - C&L | Communication & Language Development area | Activity: <u>Communication cookbook - page 26 - all materials/planning &amp; resources found here.</u>  |
| Week 1                  | Expressive Language - Building sentences  | <p><u>'Add on adjective':</u></p> <p>Get the children to collect some objects to describe, such as a ball, toy or cup. They can choose more unusual objects such as a sieve or a thistle. The more unusual the object, the wider the range of words needed to describe them</p> <p>Hold the ball in your hand and say: 'This is a ball.' Hand the ball to the next child and ask them to add another word to describe the ball. For example, they might say: 'It's a blue ball.' The ball is then passed to the next child, who adds another descriptive word. 'It's a round ball.' Keep going as long as you can. 'It's a big ball'. 'It's a bouncy ball.'</p> |
| Week 2                  | Expressive Language - Building sentences  | <p><u>Guess what?</u></p> <p>Create a set of pictures (about 12) by cutting photographs from magazines. Alternatively, use picture cards you might already have from other games. Arrange the pictures face up. Without being seen, put a coin (or some other reward) under one of the pictures. Explain that you are going to describe one of the pictures. The children's job is to decide which one you are talking about.</p> <p>Let's say you have chosen a photograph of a frog. Offer the children six clues, one for each of the</p>  |

|        |  |   |
|--------|--|---|
|        |  | <p>headings below. For example, say: 'This is what category it belongs to – it's an animal!'</p> <p>When the children are familiar with the activity, let them take turns at being 'teacher'. At first, the children might need a lot of adult help with making sure their descriptions fit the six categories, though they will develop this ability with practice.</p>  |
| Week 3 | Expressive Language - Building sentences | <p><b><u>Do as Bossy Boo Cat says</u></b></p> <p>Prepare a set of picture cards by cutting up the Do as bossy Boo Cat says sheets. These cards show actions like touch your nose, run to the window or wiggle your foot. Explain that Boo is feeling very bossy today. Take one of the picture cards yourself. 'Bossy Boo Cat says sit on the floor.' Sit on the floor, as instructed.</p> <p>Ask a child to pick a card. Get them to pass on the instruction to another member of the group. For example: 'Bossy Boo Cat says walk to the door.'</p> <p>When they're ready, the children will be able to think of their own bossy Boo Cat instructions without the help of cards.</p>  |
| Week 4 | Expressive Language - Building sentences | <p><b><u>Barrier Games</u></b></p> <p>Play in pairs. Give each pair the same drawing and identical sets of coloured pencils. For example, you can use the drawings on the Barrier games sheet. One child colours in a part of their drawing and instructs the other child to do the same. For example, the child might say: 'Colour the curly hair brown. Colour the straight hair yellow.' Continue until both pictures have been coloured in. At the end, the children check the pictures and decide whether or not they are the same.</p> <p>Go through the pictures with the children and identify what went well and what could have been done differently to make the pictures more identical. Help them to understand the idea of clarification. For example: 'Did you mean light blue or dark blue?' Encourage the child who is doing the drawing to ask questions if they are at all confused: 'Do you mean the boy with the straight hair or the curly hair?' Barrier games are powerful because they provide children with immediate feedback on whether or not their message got across clearly. They also help children to understand how powerful and useful language can be.</p> |
| Week 5 | Expressive Language - Telling Stories    | <p><b><u>Picture sequencing</u></b></p> <p>First, create a set of pictures cards from the Picture sequencing sheet. The cards show the various stages of making a sandwich. The child's task is to put them in the right chronological sequence.</p> <p>Start by showing the children a part of the sequence and asking them to describe what's on the picture. Next, offer a choice of two pictures and ask: 'Which comes next?' When they've got the hang of this, make the task a little harder by asking them to order all the cards on their own. Get them to describe how a sandwich is made, using the cards as a guide. Place special emphasis on words that</p>  |

|        |                                       |  |
|--------|---------------------------------------|--|
|        |                                       | <p>are to do with ordering and organising, such as first, second, next, last, beginning and so on. This will help at school with organising their writing.</p> <p>Use the exercise as an opportunity to chat. If the pictures are about getting dressed, you could chat about the difference between winter and summer clothes, and so on.</p>   |
| Week 6 | Expressive Language - Telling Stories | <p><b><u>The basics of storytelling -</u></b></p> <p>Start with the skills of listening to a story. As with all good listening, the basics are: (a) sit still; (b) look at the person who is talking; (c) think about what the person is saying. Explain that when you are listening to a story, there are five things to think about: l Who is in the story? l Where is the story taking place? l When is it? l What happens? l How do the people in the story feel? Tell them a story. It might be a real-life story, like 'What I did while you were at school today'. Or it could be a story from a book, like Little Red Riding Hood. After you've told the story, ask the children to talk about who was involved, where the action took place, when it took place, what happened, and how the people felt. Repeat with other stories until you're happy that they understand and remember all the important parts of a story.</p>   |
| Week 7 | Expressive Language - Telling Stories | <p><b><u>The basics of storytelling -</u></b></p> <p>Now let's look at the skills of telling stories. Get one of the children to tell a short story. It might be about something that happened in the playground or at lunchtime. Or it could be a familiar story, like Snow White. Ask the children what they think they need to do to tell a story well. Listen to what they say, and thank them for their ideas. Explain that the first step is to plan what you're going to say. Show the children how drawing a few rough pictures can help with the planning. For instance, if you are planning to talk about a birthday party, you could draw some stick people to remind you of who was there and some drawings of food to remind you of what you ate. The next step is to make sure that you include all the right details when you tell your story. Use the drawing as a reminder: l Who is in the story? l Where is the story taking place? l When is it taking place? l What happens? l How do the people feel?</p> <p>How to tell it The final points you want to get across are about how to speak when telling a story. l Look at the person you are talking to l Speak loudly enough for everyone to hear l Speak at a good speed - not too fast, not too slow l Make the story sound exciting l Use actions and pictures to bring your story to life Ask each child to tell you a story</p> |
| Week 8 | Expressive Language - Telling Stories | <p><b><u>Important story words -</u></b></p> <p>Cut out the cards from the Important story words sheet. The cards represent five kinds of words that are very important for storytelling. Who words. When words. Where words. What words. End</p>  |

|  |  |  |
|--|--|--|
|  |  | <p>words. Use these cards throughout the activity to remind the children of the five kinds of words. Tell the children a very simple story that includes examples of the five kinds of words. For example: 'Daddy and I went to the cinema last night. We saw a very funny film and then ate fish and chips. I was tired but happy when I got home.'</p> <p>The cards - Use the cards to help the children identify different types of information in a story. I Who words Me and Daddy I When words Last night I Where words Cinema I What words Saw a funny film, ate fish and chips I End words I was tired but happy Spend time brainstorming each category. 'Let's think of some words. That's right, there's you and me and Daddy and Mrs Brown.'</p> <p>End words - End words tend to be a conclusion or final action of some sort. 'We stopped playing when it rained.' They can also refer to how people felt, including the person telling the story. 'I was upset by how angry he was.'</p> |
|--|--|--|

### Summer 1

|                         |   |  |
|-------------------------|---|--|
| Let's Communicate - C&L | Communication & Language Development area | Activity: <u>Communication cookbook - vocabulary - page 19 onwards -</u> |
| Week 1                  | Vocabulary                                | Boo cat sorts things out -   |
| Week 2                  | Vocabulary                                | Action time -  |
| Week 3                  | Vocabulary                                | Word magic   |
| Week 4                  | Vocabulary                                | Word bingo   |
| Week 5                  | Vocabulary                                | Boo cat sorts things out -   |
| Week 6                  | Vocabulary                                | Action time -  |
| Week 7                  | Vocabulary                                | Word magic   |

|        |            |            |
|--------|------------|------------|
| Week 8 | Vocabulary | Word bingo |
|--------|------------|------------|

## Summer 2

|                         |   |  |
|-------------------------|---|--|
| Let's Communicate - C&L | Communication & Language Development area | Activity: <u>Communication cookbook - conversations - page 42 onwards -</u>  |
| Week 1                  | Speech Pronunciation & Fluency Skills     | Spot the difference  |
| Week 2                  | Speech Pronunciation & Fluency Skills     | Finding out  |
| Week 3                  | Speech Pronunciation & Fluency Skills     | <p>Conversation games - 1. Introductions -</p> <p>Say your name very clearly and then add a detail about yourself that begins with the same sound as your name. For example: 'My name is Jane and I like jogging.' The children take turns at making their own statements. 'My name is Ramesh and I like rhubarb.' You can change the style of the introduction. For example: 'My name is Matthew and I don't like mice.' 'My name is Christopher and I don't like carrots'.</p> |
| Week 4                  | Speech Pronunciation & Fluency Skills     | <p>Conversation games - 2. True or false</p> <p>Take turns at giving a fact about yourself, which can be either true or false. The others have to guess which it is. For example: 'My hair used to be ginger!' (False) 'My brother is captain of his</p>   |

|        |                                       |  |
|--------|---------------------------------------|--|
|        |                                       | football team.' (True)   |
| Week 5 | Speech Pronunciation & Fluency Skills | <p>Conversation game - 3. Presents for all -</p> <p>Children take turns at saying what they would buy each other for a birthday or Christmas present - and (very importantly) why. Example: 'I'd buy Jane a Dr Who money box because Dr Who is her favourite TV show.'</p>   |
| Week 6 | Speech Pronunciation & Fluency Skills | <p>Let's talk about it - Fruit Salad -</p> <p>Fruit salad Each child chooses the name of a fruit. Alan decides to be a grapefruit. Miya decides to be an apple, and so on. The group leader (initially, you) says the names of two fruits and these children have to swap places. When you say: 'Fruit salad', all the children must swap places. Once children are familiar with the game, get them to take turns at being the leader.</p>  |
| Week 7 | Speech Pronunciation & Fluency Skills | <p>Let's talk about it - Special person -</p> <p>From the circle of children, choose someone as the 'special person'. This person then receives a compliment from everyone in the group. 'Mary is very kind. She shares her sweets.' 'Michael makes me laugh when I am sad.' When children are new to this game, they can find it hard to think of things to say. In this case, send the special person out of the room, so you can help the group to work out what they want to say. The special person then comes back in the room and each child says something they like about them. Make sure all the children get a chance to be the special person.</p>   |
| Week 8 | Speech Pronunciation & Fluency Skills | <p>Let's talk about it - Loves and hates -</p> <p>Loves and hates Collect a range of items and place one of them in the centre of a circle of children. For instance, the item might be a jumper or packet of food. Explain to the children that they should stand close to the object if they like it, or move far away if they hate it. Ask the children to explain why they stood close or far away. Encourage them to exchange points of view with each other. 'I hate the jumper because it's too small.' 'I like beans because they fill me up.' Point out similarities between children so that they can see they have things in common. 'That's interesting. David and Ryan both like soap because they say it smells nice'.</p> |