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| **COMMUNICATION AND LANGUAGE:**  **UNDERSTANDING** | |
| **EXCEEDING**  After listening to stories, children can express their 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. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to follow a simple sequenced set of instructions | * Give children opportunities to follow a simple sequenced set of instructions * Link to different areas of EYFS, including technology |
| How to express their views about a story | * Model thinking aloud, giving reasons for views, and ask children what they think * Give children lots of opportunities to express their views about stories |
| **ELG**  Children follow instructions involving several ideas or actions. They answer ‘how’ or ‘why’ questions about their experiences and in response to stories. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to answer ‘how’ or ‘why’ questions about their experiences and in response to stories | * Model posing ‘how’ and ‘why’ questions aloud, and answering them * Ask lots of open-ended questions as children talk about their experiences * Plan opportunities to meet children’s interests; encourage them to share knowledge and ask questions * Provide play activities which support the understanding of ‘why’ and ‘how’, such as magnets, pulleys, etc. * Use stories to focus children’s attention on predictions and explanations, e.g. “Why did the boat tip over?” * Support children in identifying patterns in stories, drawing conclusions, explaining effects, predicting and speculating * Provide lots of different experiences for children to talk about |
| How to follow instructions involving several ideas or actions | * Model following simple instructions * Give simple picture prompts, when necessary * Support children in ordering simple tasks and events through role-play, talk and actions * Encourage children to think about how they will accomplish a task by talking about and sequencing the stages together |
| How to follow simple two-step instructions | * Model following two-step instructions * Give clear directions * Give simple picture prompts, when necessary |
| What instructions are and how to follow a basic instruction | * Opportunities to learn about and follow different instructions, e.g. recipes, road signs, etc. * Praise children for following basic instructions |