<table>
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<tr>
<th>Topic</th>
<th>Autumn 1</th>
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<td>Classes</td>
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<td>L - P2i/2ii M-P3 H-P4 HHA -P4/P5</td>
<td>L - To respond to familiar people demonstrating this through consistent responses. They follow a familiar object by eye tracking. M - To direct communication towards adult to gain attention and for physical contact. H - Uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes.</td>
<td>L - To interact with objects by reaching for and holding them. M - To be able to make choices and request preferred activity by vocalising or indicating towards preferred object. H - To imitates or repeats single words, signs or symbols. May mimic phrases, e.g. 'all-gone', 'bye-bye.'</td>
<td>L - To show awareness of a new activity or experience. They may turn away or become animated, vocally or physically. M - To participate in shared activities with sustained concentration for short periods of time. H - To demonstrate that they have an emerging awareness of object names. They use the same word/ sound/gesture/ symbol for a particular object.</td>
<td>L - To accept sensory experiences, sharing exploration of an object with an adult, e.g. child will focus attention upon an object in a sensory story by looking or touching. M - To begin to explore objects as tactile cues to events or activities. H - Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds. HHA - to combine single words, signs or symbols to communicate meaning to different listeners.</td>
<td>L - To engage interactively exploring objects with an adult, e.g. when prompted they reach for and handle an object exploring visually and/or physically before releasing M - To explore materials in increasingly complex ways, e.g. they may manipulate or drop an object observing the results of their actions. H - To use between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit. HHA - To attempt to repair a misunderstanding without changing words - e.g. intonation, repetition.</td>
<td>L - To communicate simple choices, likes and dislikes through vocalisation and gesture, e.g. when given a choice of two toys consistently select their favourite one. M - To communicate spontaneously and intentionally through facial expression, gesture and emerging vocalisation. H - Can repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. HHA - begins to combine 2 key ideas/concepts in simple phrase.</td>
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<td>Yellow</td>
<td>Classes</td>
<td>Listening</td>
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<tr>
<td>Listening</td>
<td></td>
<td>L - P2i/2ii M-P3i/3ii H-P4 HHA-P4/P5</td>
<td>L - To begin to respond to familiar people, e.g. smiling or vocalising. M - To direct communication towards adult to gain attention, e.g. by vocalising or reaching or making eye contact. H - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</td>
<td>L - To begin to interact consistently with objects, e.g. explores with fingers or hands. M - To be able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact. H - To respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.</td>
<td>L - To show awareness of a new activity or experience, e.g. may turn away or become animated, vocally or physically. M - To participate in shared activities sustaining concentration for short periods of time, e.g. adult initiates activity, pupil continues briefly but may need further prompts to explore in a more complex manner. Turning over/ pushing another button. H - To understand some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc. HHA - to respond to request 2+ key words</td>
<td>L - To accept sensory experience, sharing exploration of an object with an adult, e.g. child will focus attention upon an object in a sensory story by looking or touching. M - To begin to link some objects as tactile cues to events or activities, e.g. cup for drink, spoon for dinner. H - To listen and responds to familiar rhymes and songs - may participate by joining in with words or actions. HHA - to be able to select object by function - e.g. shown 2 objects - show me what you eat.</td>
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<tr>
<td>Green Classes Speaking</td>
<td>L - To direct communication towards adult to gain attention / physical contact. M - To remember learnt responses over more extended periods of time. H - To use a repertoire of between 10 - 50 single words, signs or symbols to communicate about events/feelings. HHA - attempts to repair misunderstandings without changing the words used.</td>
<td>L - To be able to make choices &amp; to request preferred activity by vocalising / pointing towards preferred object. M - To greet known people &amp; may initiate interactions &amp; activities with them. H - To imitate or repair single words, signs, symbols. May mimic phrases. HHA - to initiate &amp; maintain short conversation about familiar events using preferred medium of communication.</td>
<td>L - To take part in shared activities. To communicate intentionally &amp; spontaneously through facial expression / gesture / emerging vocalisation. M - To use a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings. H - To begin to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'. HHA - to use a vocab of over 50 Words.</td>
<td>L - To be to being to objects as tactile cues to events or activities. M - To demonstrate that they have an emerging awareness of object names. They use the same word / sound / gesture / symbol for a particular object. H - To take part in simple 2 - way conversations. HHA - to use prepositions such as 'in' / 'on'.</td>
<td>L - To link objects/sounds to events e.g. swimsuit swimming. M - To combine single words / signs / or symbols to communicate meaning to a range of listeners. H - Pupil uses a vocabulary of over 50 words. HHA - to combine 3 words / signs / symbols to communicate meaning if a familiar situation.</td>
<td>L - To share &amp; explore activity with someone for more for 5 minutes or longer M - Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds. H - They make attempts to repair misunderstandings without changing the words used. HHA - use some pronouns my / it / he / she when retelling an event or story.</td>
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<p>| Green Classes Listening | L - To direct communication with adult to gain attention, e.g. by vocalising or reaching or making eye contact. M - to remember learnt responses over more extended periods of time. H - Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. ‘Where is the ball?’, ‘What are you doing?’ HHA - to respond appropriately to questions about familiar or immediate events or experiences. They follow requests and instructions containing at least two key words, signs or symbols. | L - To be able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact. M - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts. H - To demonstrate understanding of 50 single words / signs / symbols for familiar objects in a range of contexts. HHA - Pupil follows instructions containing at least two key words, signs or symbols, e.g. 'Put the spoon in the dish', 'Give the book to Johnny.' | L - To participate in shared activities sustaining concentration for short periods of time. To explore materials in increasingly complex ways. M - Can respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. ‘Sit down’. H - To listen &amp; respond to familiar rhymes &amp; songs, may join in with words or actions. HHA - to respond to a range of simple questions from familiar adult. | L - To begin to link some objects as tactile cues to events or activities. M - To understand some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc. H - to be able to select objects by function, e.g. when presented with an apple and a hat, pupil can indicate through preferred method of communication the apple when asked, 'Show me what you eat.' HHA - Is able to follow simple context embedded instructions given to a small group. | L - To remember learnt responses over more extended periods of time. M - To listen and respond to familiar rhymes and songs. They may participate by joining in with words or actions. Share &amp; explore activity with another for 5 minutes or more. H - Pupil responds to requests containing at least two key words, signs or symbols, e.g. 'What would you like for a snack?' HHA - to respond to others (VC or NVC) in group situation e.g. turn taking | L - To anticipate events from sounds or tactile or visual cues demonstrating emerging response to objects of reference, e.g. swimming costume → swimming. M - Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, e.g., &quot;Get your coat&quot; or &quot;Clap your hands&quot; H - To respond appropriately to simple questions such as ‘Are you ready?’, ‘Is that your coat?’ An appropriate response may be verbal or through sign, symbol or gesture. HHA - in a small group can follow simple rules with minimal adult prompts. |</p>
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<td>Red Classes Speaking</td>
<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>M - To use between 10 and 10 single words, signs symbols for familiar objects.</td>
<td>H - Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'.</td>
<td>H - To use some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story.</td>
<td>HA: To be able to select objects by function.</td>
<td>L - To demonstrate understanding of 50 single words, signs or symbols for familiar objects in a range of contexts.</td>
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<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>L - To greet known people and initiate interactions with them.</td>
<td>H - Pupil can use prepositions such as 'in' or 'on'.</td>
<td>H - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either 1-1 or in small group.</td>
<td>H - To use the conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</td>
<td>HA: To listen and respond to familiar rhymes and songs. They may participate by joining in with words or actions.</td>
<td>L - To combine two key ideas or concepts.</td>
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<td>M - To follow instructions containing at least two key words, signs or symbols.</td>
<td>M - To follow instructions containing at least two key words, signs or symbols.</td>
<td>L - To follow instructions with 3 key words, signs or symbols given on an individual basis.</td>
<td>L - To be able to follow simple context embedded instructions given to a small group.</td>
<td>L - To respond appropriately to questions about familiar or immediate events or experiences.</td>
<td>M - To respond appropriately to simple questions.</td>
<td>M - To respond appropriately to questions about familiar or immediate events or experiences.</td>
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<td>H - To follow instructions with 3 key words, signs or symbols.</td>
<td>H - To follow instructions with 4 key words or symbols.</td>
<td>HA: to follow instructions with four key words or symbols.</td>
<td>HA: to be able to respond to a request with four key words or symbols.</td>
<td>H - In a small group to follow simple rules with minimal adult prompts.</td>
<td>HA: to attend to and respond to questions from their peers about recent experiences and events.</td>
<td>H - To respond to others in group situations. They follow requests and instructions with three key words, signs or symbols.</td>
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<td>HA: to attend and respond to questions from familiar adults about recent experiences and events.</td>
<td>HA: to attend and respond to questions from familiar adults about recent experiences and events.</td>
<td>L - To understand some simple verbs and adjectives related to their own experience of the world.</td>
<td>L - To remember learnt responses over more extended period of time.</td>
<td>HA: To be able to convey information to the listener by adding new information beyond what is asked.</td>
<td>HA: To follow requests and instructions with four key words, signs or symbols.</td>
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<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>L - To understand some simple verbs and adjectives related to their own experience of the world.</td>
<td>L - To remember learnt responses over more extended period of time.</td>
<td>L - To demonstrate an emerging awareness of object name.</td>
<td>L - To combine two key ideas or concepts.</td>
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<td>M - To respond appropriately to simple requests.</td>
<td>M - To use between 10 and 10 single words, signs symbols for familiar objects.</td>
<td>M - To follow instructions containing at least two key words, signs or symbols.</td>
<td>M - To follow instructions containing at least two key words, signs or symbols.</td>
<td>L - They make attempts to repair misunderstanding without changing the words used.</td>
<td>M - To use a repertoire of between 10-50 word.</td>
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<td>H - To respond appropriately to a range of simple questions asked by a familiar adult.</td>
<td>H - To follow instructions with 3 key words, signs or symbols given on an individual basis.</td>
<td>L - To follow instructions with 4 key words or symbols.</td>
<td>L - To be able to select objects by function.</td>
<td>H - To start to ask simple questions.</td>
<td>H - To initiate and maintain short conversations using their preferred medium of communication.</td>
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<td>HA: to attend and respond to questions from familiar adults about recent experiences and events.</td>
<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>L - To understand some simple verbs and adjectives related to their own experience of the world.</td>
<td>L - To remember learnt responses over more extended period of time.</td>
<td>HA: To be able to convey information to the listener by adding new information beyond what is asked.</td>
<td>HA: To communicate ideas about present, past and future events using simple phrases and statements.</td>
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<tr>
<td>L - To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</td>
<td>M - To use between 10 and 10 single words, signs symbols for familiar objects.</td>
<td>H - Pupil can use prepositions such as 'in' or 'on'.</td>
<td>H - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either 1-1 or in small group.</td>
<td>H - To use the conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</td>
<td>HA: To be able to convey information to the listener by adding new information beyond what is asked.</td>
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<tr>
<td>Blue Classes Speaking</td>
<td>L - P4/P5</td>
<td>M - P6/7</td>
<td>H - P7/P8</td>
<td>HA - POS1</td>
<td>L - To use a repertoire of between 10 and 50 words, signs and symbols to communicate about feelings &amp; events.</td>
<td>M - To initiate and maintain short conversation about familiar events.</td>
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<td>L - To imitate or repeat single words, signs or symbols. May mimic phrases. M - Pupil can use prepositions such as ‘in’ or ‘on’. H - To be able to convey information to the listener by adding new information beyond what is asked. HA: To be able to refer out of context to past events.</td>
<td>L - To use the same word/sound/ gesture for a particular object. M - To be able to combine 3 words/signs/symbols to communicate meaning in a familiar situation. H - To link up to 3 key words signs r symbols to communicate appropriately simple ideas to others. HA: Produce speech that is clear and easy to understand, with only a few immaturities e.g. ‘w’ instead of ‘r’, ‘f’ instead of ‘th’, complex consonant blends e.g. ‘sc’ instead of ‘scr’.</td>
<td>L - To combine single words, signs or symbols meaning to a range of listeners. M - To use some pronouns my/it/he/she, when retelling an event or familiar story. H - To take part in role play with confidence. HA: To be able to convey meaning to the listener.</td>
<td>L - To attempt to repair a misunderstanding without changing the word used. M - To talk about present, past and future events using simple phrases and statements. H - To be able to use a more extensive range of vocabulary to convey meaning to the listener. HA: To be able to use early ‘story language’ e.g. ‘Once upon a time ... ’; ‘One day, ... ’</td>
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<tr>
<td>Blue Classes Listening</td>
<td>L - P4/5</td>
<td>M - P6/7</td>
<td>H - P7/P8</td>
<td>HA - POS1</td>
<td>L - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</td>
<td>M - To respond appropriately to a range of simple questions asked by a familiar adult. H - To respond appropriately to questions about why or how. HA: To be able to understand time concept words, e.g. yesterday/tomorrow/first/last.</td>
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<td></td>
<td>L - To understand their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</td>
<td>L - To understand some simple verbs and adjectives related to their own experience of the world.</td>
<td>L - To understand some simple verbs and adjectives related to their own experience of the world.</td>
<td>L - To attempt to repair a misunderstanding without changing the word used.</td>
<td>L - To attempt to repair a misunderstanding without changing the word used. M - To talk about present, past and future events using simple phrases and statements. H - To be able to use a more extensive range of vocabulary to convey meaning to the listener.</td>
<td>L - To be able to combine 2 key ideas of concepts in simple phrases. M - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either 1-1 or in small group. H - To link up to four key words signs &amp; symbols and can use an extensive vocabulary to convey meaning to the listener. HA: To be able to use early ‘story language’ e.g. ‘Once upon a time ... ’; ‘One day, ... ’</td>
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**Autumn 1**
- **Topic:** Children around the World
- **Activities:**
  - To use a repertoire of between 10 and 50 words, signs and symbols to communicate about feelings & events.
  - To initiate and maintain short conversation about familiar events.
  - To use the conjunction ‘and’ when retelling an event or familiar story to link ideas or add new info beyond what is asked.
- **Skills:**
  - To talk about present past events, and future plans with greater accuracy.

**Autumn 2**
- **Topic:** Snow and Ice
- **Activities:**
  - To imitate or repeat single words, signs or symbols. May mimic phrases.
  - To use the same word/sound/gesture for a particular object.
  - To combine single words, signs or symbols meaning to a range of listeners.
- **Skills:**
  - To be able to convey meaning to the listener by adding new information beyond what is asked.
  - To link up to 3 key words signs r symbols to communicate appropriately simple ideas to others.
  - To attempt to repair a misunderstanding without changing the word used.

**Spring 1**
- **Topic:** Vikings
- **Activities:**
  - To use the same word/sound/gesture for a particular object.
  - To be able to combine 3 words/signs/symbols to communicate meaning in a familiar situation.
  - To link up to 3 key words signs r symbols to communicate appropriately simple ideas to others.
- **Skills:**
  - To produce speech that is clear and easy to understand, with only a few immaturities.
  - To talk about present past events.
  - To follow instructions with 3 key words, signs or symbols given on an individual basis.
  - To respond to questions from familiar adults about recent experiences and events.
  - To listen to stories attentively for longer periods of time and is able to demonstrate understanding during role play and take part in with confidence.

**Spring 2**
- **Topic:** Homes - animals and their habitats
- **Activities:**
  - To understand some simple verbs and adjectives related to their own experience of the world.
  - To be able to follow simple context embedded instructions given to a small group.
  - To understand questions about familiar or immediate events or experiences.
  - To understand some simple verbs and adjectives related to their own experience of the world.
- **Skills:**
  - To respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations.
  - To respond to points of interest when listening to contributions of others.
  - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others.

**Summer 1**
- **Topic:** Recycling and changing
- **Activities:**
  - To attempt to repair a misunderstanding without changing the word used.
  - To talk about present, past and future events using simple phrases and statements.
  - To be able to use a more extensive range of vocabulary to convey meaning to the listener.
- **Skills:**
  - To be able to combine 2 key ideas of concepts in simple phrases.
  - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others.
  - To be able to use early ‘story language’.

**Summer 2**
- **Topic:** Dinosaurs
- **Activities:**
  - To follow instructions containing at least two key words, signs or symbols.
  - To follow instructions with four key words or symbols.
  - To understand time concept words-yesterday/first/last etc.
- **Skills:**
  - To respond to points of interest when listening to contributions of others.
  - To be able to combine 2 key ideas of concepts in simple phrases.
  - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others.
  - To be able to use early ‘story language’.
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<td>Orange Classes Speaking</td>
<td>L - To combine single words, signs or symbols to communicate meaning to a range of listeners. M - To talk about present, past and future events using simple phrases and statements. H - To be able to use possessives, e.g. 'Emma’s book.'</td>
<td>L - To attempt to repair misunderstandings without changing the words used. M - To use regular plurals correctly. H - To be able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group.</td>
<td>L - To begin to combine 2 key ideas or concepts in simple phrases. M - To link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small group. H - To use conjunctions that suggest cause, e.g. 'cos' to link ideas.</td>
<td>L - To initiate and maintain short conversations about familiar events using their preferred medium of communication M - To talk about present, past events and future plans with greater accuracy. H - To be able to use some connective -and/- because/ when.</td>
<td>L - To be able to use prepositions such as 'in' or 'on'. M - To be able to refer out of context to past events. H - To link up to four key words etc. and can use an extensive vocabulary to convey meaning to the listener.</td>
<td>L - To be able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation.</td>
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<tr>
<td>Listening</td>
<td>L - To follow instructions with 3 key words, signs or symbols given on an individual basis. M - To attend to and respond to questions from familiar adults about recent experiences and events. H - To listen to stories attentively for longer periods of time.</td>
<td>L - To be able to follow simple context embedded instructions given to a small group. M - To follow instructions with four key words or symbols. H - To be able to demonstrate understanding during role play which he/she takes part in with confidence.</td>
<td>L - To be able to select objects by function M - To be able to respond to a request with four key words or symbols. H - To understand time concept words, e.g. yesterday/ tomorrow, first/last.</td>
<td>L - To follow instructions containing at least two key words, signs or symbols. M - To respond appropriately to questions about why or how. H - To understand straightforward, direct comments in some familiar situations and usually demonstrates this understanding through appropriate responses.</td>
<td>L - To respond appropriately to a range of simple questions asked by a familiar adult. M - To follow a range of instructions combining 2 elements. H - To understand and respond to the rules and routines of the classroom when talking or answering questions.</td>
<td>L - To follow instructions containing at least three key words, signs or symbols.</td>
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<td>M - P5/P6</td>
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<td>H - P8</td>
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<td>HA - POS1</td>
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**Orange Classes Speaking**

**Superheroes**

- L - To combine single words, signs or symbols to communicate meaning to a range of listeners.
- M - To talk about present, past and future events using simple phrases and statements.
- H - To be able to use possessives, e.g. ‘Emma’s book.’

**Seasons**

- L - To attempt to repair misunderstandings without changing the words used.
- M - To use regular plurals correctly.
- H - To be able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group.

**Circus**

- L - To begin to combine 2 key ideas or concepts in simple phrases.
- M - To link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small group.
- H - To use conjunctions that suggest cause, e.g. ‘cos’ to link ideas.

**Life Cycles**

- L - To initiate and maintain short conversations about familiar events using their preferred medium of communication.
- M - To talk about present, past events and future plans with greater accuracy.
- H - To be able to use some connective -and/- because/ when.

**Under the Sea**

- L - To be able to use prepositions such as ‘in’ or ‘on’.
- M - To be able to refer out of context to past events.
- H - To link up to four key words etc. and can use an extensive vocabulary to convey meaning to the listener.

**Out & About**

- L - To be able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation.
- M - To begin to show regular verb endings when using past tense ‘-ed’.
- H - To demonstrate understanding of a familiar story by recalling and retelling main points in the story.

**Listening**

- L - To follow instructions with 3 key words, signs or symbols given on an individual basis.
- M - To attend to and respond to questions from familiar adults about recent experiences and events.
- H - To listen to stories attentively for longer periods of time.

- L - To be able to follow simple context embedded instructions given to a small group.
- M - To follow instructions with four key words or symbols.
- H - To be able to demonstrate understanding during role play which he/she takes part in with confidence.

**HA - POS1**

- L - To be able to respond to generic instructions given in familiar situations.
- M - To talk about present, past and future events using simple phrases and statements.
- H - To be able to use possessives, e.g. ‘Emma’s book.’

- L - To be able to follow simple context embedded instructions given to a small group.
- M - To follow instructions with four key words or symbols.
- H - To be able to demonstrate understanding during role play which he/she takes part in with confidence.

- L - To be able to select objects by function.
- M - To be able to respond to a request with four key words or symbols.
- H - To understand time concept words, e.g. yesterday/ tomorrow, first/last.

- L - To follow instructions containing at least two key words, signs or symbols.
- M - To respond appropriately to questions about why or how.
- H - To understand straightforward, direct comments in some familiar situations and usually demonstrates this understanding through appropriate responses.

- L - To respond appropriately to a range of simple questions asked by a familiar adult.
- M - To follow a range of instructions combining 2 elements.
- H - To understand and respond to the rules and routines of the classroom when talking or answering questions.

- L - To follow instructions containing at least three key words, signs or symbols.
- M - To understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts.
- H - To indicate to speaker when they do not understand something.

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<td>Speaking</td>
<td>L: P4</td>
<td>M: P5</td>
<td>H: P6/7</td>
<td>L: to use between 10 and 50 single words, signs or symbols to communicate about events and feelings. M: to combine single words, signs or symbols to communicate meaning to a range of listeners. H: to start &amp; maintain short conversations about familiar events using their preferred medium of communication.</td>
<td>L: to demonstrate understanding of their own name, objects, signs or symbols in everyday contexts. M: to respond to questions about familiar or immediate events or experiences. H: to respond to a range of simple questions from familiar adults. HHA: to attend to &amp; respond to questions from familiar adults about recent experiences and events.</td>
<td>L: to use between 10 and 50 single words, signs or symbols to communicate meaning to a range of listeners. M: to use a vocabulary of over 50 words. H: to link up to 3 key words, signs or symbols to communicate appropriately simple ideas: 1-1 or in group.</td>
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<td>Listening</td>
<td>L: P4</td>
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<td>HHA: P7/P8</td>
<td>L: to use prepositions such as 'in' or 'on'. M: to begin to show regular verb endings when using past tense. H: - Use language to talk through a series of steps for example for simple problem solving. HA-4: to ask questions, listen to replies, adapt responses and use relevant vocabulary.</td>
<td>L: to demonstrate understanding of the names of familiar people, objects, signs or symbols in everyday contexts. M: to follow instructions containing at least two key words, signs or symbols. H: to follow simple context embedded instructions given by familiar adult. HHA: to follow instructions with four key words or symbols.</td>
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<td>M: P7</td>
<td>H: P8</td>
<td>HA - POS1</td>
<td>L: to initiate and maintain short conversations about familiar events using preferred means of communication. M: - To talk about present, past events and future plans with greater accuracy. H: - Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</td>
<td>L: - To follow instruction with 3 key words or symbols. M: - To follow a range of instructions combining 2 elements. H: - Able to say words accurately with 3 syllables or less after hearing them said. HA-4: Remember their words and speak clearly in short presentations, performances and role play</td>
</tr>
</tbody>
</table>