



## Teddy Bear's Picnic - Stay and play Communication and language

Communication and Language is one of the prime areas of learning that we focus on within the nursery. It is learning to;

- Listen - Hear and respond to what someone is saying
- attend - be able to focus on a task
- Communicate - for many this is through the use of speech but for some this may be using some early signs or symbols
- Understanding - being able to comprehend and understand what is being said.

### Typical skills of a 2 year old:

- Can sit and listen to a simple story with pictures
- Understand at least 200 words.
- Start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'
- Ask questions like 'what's that?' or 'Where going?'
- Make the sounds of familiar animals eg: 'moo' for cow.
- Understand simple action words (for example, 'help me' or 'coat on').
- Use a more limited number of sounds in their words than adults - often these sounds are p, b, t, d, m, n and w. Children will still make mistakes with how they say words at this stage. Families can usually understand their child about half the time.
- Sometimes get frustrated if people don't understand them.

### Typical skills of a 3 year old:

- Understand longer instructions, such as 'make teddy jump' or 'put daddy's cup on the table'.
- Understand simple 'who', 'what' and 'where' questions.
- Understand the words 'big' and 'little'.
- Understand lots of words, at least 300.
- Put 4 or 5 words together to make short sentences, such as 'me want more juice' or 'he took my ball'.
- Ask lots of questions. They will want to find out the name of things and learn new words.
- Use action words such as 'run' and 'fall' as well as words for the names of things.
- Start to add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'.

- Can say the sounds p, b, t, d, m, n, w, k and g in words when they are talking.
- Start to be interested in other children's play and want to join in.
- Start to talk about themselves, for example they can say what they like and don't like.
- Answer simple questions about objects, for example 'which one do we eat with?'.

### **Typical skills of a 4 year old:**

- Listen to storybooks with pictures and answer some questions about a story you've just read together.
- Understand and often use words for colour (e.g. 'red'), number (e.g. 'three fingers') and time (e.g. 'tomorrow').
- Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level.
- Use sentences that have 4 – 6 words in them, for example 'I want to play with cars'.
- Start to link 2 sentences together by using 'and'. For example, 'I went to the park and I had ice cream'.
- Talk about the future and the past. For example, 'I will watch you' or 'I jumped down'. Their sentences aren't exactly like adults' yet, so they may still make some mistakes such as saying 'runned' for 'ran'.
- Answer simple problem-solving questions, for example 'What do you do when you're hungry/cold?'.
- Start to like simple jokes even if they don't understand them.
- Start conversations with you and with other people.
- Use words instead of actions to argue with you or with their friends.
- Ask many questions using words like 'what', 'where', and 'why'.
- Can say the sounds p, b, t, d, m, n, w, k, g, s, f, l and y in words when they are talking. Adults who don't know them can mostly understand them.

### **Screen time:**

In today's digital world, screens are everywhere – from TVs and tablets to phones and gaming consoles. As parents and carers, screens are likely to be a part of our daily lives, and it's natural to rely on them now and again. But it's important to know how much screen time is appropriate for children and how to make it beneficial rather than harmful.

**The World Health Organisation provides clear guidance on screen time for children:**

- Under 2 years: No screen time recommended
- Ages 2-4 years: Limit screen time to no more than 1 hour per day

### How can I help my child move onto the next stage?

- Repeat and add
  - If your child says 'I got teddy', you could say 'Yes, you've got a *fluffy* teddy!'
- Don't correct mistakes
  - For example, if your child says, 'I runned', you could say, 'yes, you *ran* very fast.'
- Create opportunities for your child to communicate
  - Join in with their play - comment on their play
  - Give choices
  - Some children need extra time to think about what you have said
  - Sing and stop
  - Ready steady go games
- Share books and stories
  - Make them part of your routine

Much of the information that was collected was from:



<https://speechandlanguage.org.uk/>