

Development of key vocabulary across the EYFS curriculum



Area of learning	Focus	Key vocabulary development	Strategies for developing vocabulary
Communication and Language	Listening, understanding, speaking, and expressing ideas	Everyday objects and actions: <i>cup, eat, run, jump</i> Social phrases: <i>hello, please, thank you</i> Descriptive words: <i>big, small, hot, cold</i> Expanded vocabulary for topics: <i>animals, weather, family members</i> Sequencing words: <i>first, next, then, finally</i> Connecting words: <i>because, and, but</i> Question words: <i>who, what, where, why, how</i>	Storytelling and story retelling Role play and imaginative play Talk partners and group discussions
Physical Development (PD)	Gross and fine motor skills, health, and self-care.	Gross motor actions: <i>run, jump, hop, climb, balance, skip, co-ordination, space, dance, climb, up, down, over, under, through, behind</i> Fine motor / hand skills: <i>cut, draw, thread, paint, draw</i>	Action songs and rhymes Outdoor/ indoor obstacle courses and playground games Focussed PE sessions Fine motor and threading activities
Personal, Social and Emotional Development (PSED)	Self-confidence, managing feelings, forming relationships.	Self regulation: Emotions: <i>happy, sad, angry, excited, worried, calm, fair, frustrated, confused, upset</i> Social interaction words: <i>share, take turns, help, friend, listen</i>	Circle time discussions Emotion cards and story-based reflection Cooperative games

		<p>Self-awareness and independence: <i>mine, yours, please, thank you, sorry</i></p> <p>Building relationships: Conflict resolution: <i>problem, solution, ask, explain, teamwork, co-operate</i></p> <p>Managing self: <i>persevere, resilience, germs, healthy, hygiene, exercise, wash, brush, clean, rest</i></p>	<p>Leader in Me sessions</p> <p>Zones of regulation</p>
Literacy	Reading and writing, understanding print and stories.	<p>Phonics-related words: <i>sound, letter, phoneme, grapheme, blend, decode, digraph, trigraph segment</i></p> <p>Story language: <i>once upon a time, character, setting, beginning, middle, end, author, illustrator, poem, rhyme, predict</i></p> <p>Non-fiction language: <i>title, picture, label, information, fact</i></p> <p>Writing vocabulary: <i>write, draw, spell, sentence, word, letter</i></p>	<p>Daily phonics sessions -Little Wandle</p> <p>Reading practice sessions</p> <p>Daily storytime</p> <p>Shared story mapping</p> <p>Role play using familiar stories</p> <p>Labelled environment and word walls</p>
Mathematics	Numbers, counting, shapes, measurement, patterns	<p>Numbers / counting: <i>one, two, three... first, second, more, less, subitise</i></p> <p>Comparisons: <i>sort, match, big, bigger, small, smaller, smallest, heavy, heavier, heaviest, light, lighter, lightest, full, empty</i></p> <p>Shapes: <i>circle, square, triangle, rectangle, side, corner</i></p> <p>Measurement / positional language: <i>long, short, tall, wide, next to, under, over, on top, beside</i></p> <p>Patterns and sequencing: <i>repeat, next, before, after</i></p>	<p>Number songs and rhymes</p> <p>Counting and sorting games</p> <p>Practical activities</p> <p>Focussed maths lessons</p>

		<p>Number operations: <i>add, equals, take away, makes, number sentence, number bond, part- part whole, odd, even, double, half, more than, less than</i></p> <p>Time: <i>Before / after, next, first / then / last, morning / afternoon / evening / night, today / yesterday / tomorrow, days of the week, weekend, clock, o'clock</i></p>	
Understanding the World (UTW)	Past and present (History)	<p>Early chronological understanding - today, yesterday, tomorrow, past, present, future, long ago, history, memory</p> <p>Sequencing events:- first, then, next, last, before, after, timeline, sequence</p> <p>Comparing past and present:- change, old, new, then, now, old fashioned</p>	<p>Picture timelines, story sequencing cards, or before/after/ then/ now photos.</p> <p>Role-play and imaginative play</p> <p>Real-life connections: Talk about birthdays, family events, or local history.</p> <p>Repetition and modeling: Use vocabulary in daily routines, storytelling, and discussion.</p> <p>Class timelines including when the children were born</p> <p>Use of stories as windows to the past</p>
Understanding the World (UTW)	The Natural World (Science)	<p>Exploring the natural world :- observe, notice, plant, tree, leaf, stem, root, flower, seed, animal, mammal, fish, bird, insect, reptile, carnivore, herbivore, omnivore, material, wood, metal, fabric, plastic, skeleton, bones, names of body parts</p> <p>Processes and change in the natural word: first, then, next, before, after, observe, record, measure, result, outcome, melt, freeze, float, sink, change, grow, develop, lifecycle, season, autumn, spring, summer, winter</p>	<p>Nature walks and seasonal observations</p> <p>Hands-on exploration</p> <p>Simple experiments</p> <p>Sequencing activities: Using stories and picture cards for life</p>

			<p>cycles, plant growth, or experiments</p> <p>Visual aids: Charts, photos, and labels for seasons, materials, and animals</p> <p>Use of stories</p>
Understanding the World (UTW)	People and communities: RE	<p>Awareness of Christianity, Christian , church, belong, service, Bible, stories, Jesus, belonging, universe, world, God, creator, Christmas, Mary, Joseph, Bethlehem, December, love, born, precious, special, human form, celebration, clothes, purpose, occasion, christening, Easter, rose again, new life, Easter Sunday, saviour, generosity, giving, community, stores, followers, forgave, look forward, Prodigal</p> <p>Awareness of other faiths Jewish faith, Bar Mitzvah, Lord Krishna, Dana, Hindu</p>	<p>Using stories</p> <p>Celebration exploration- Introduce simple festivals, rituals, and symbols from different religions.</p> <p>Sequencing activities: Use pictures or props to retell stories or festival events in order.</p> <p>Discussion to compare and contrast: Talk about what is similar or different between religions</p> <p>Role play /small world play: Act out celebrations, prayers, or rituals in class.</p> <p>Visual aids: Display religious artefacts, photos of festivals, or sacred texts.</p> <p>Visit to Church to look at artefacts</p> <p>Visit from religious leaders</p>

<p>Understanding the World (UTW)</p>	<p>People and communities: Geography</p>	<p>The immediate environment- Place, area, location, town, village, country, street, hill, mountain, river, sea, physical/ human features, map, globe, compass, direction, route, journey</p> <p>Similarities and differences between life in this country and other countries:- same, similar, different, compare</p>	<p>Exploring the school grounds, local walks</p> <p>Using maps and globes</p> <p>Use photos, pictures, window swap, maps, stories and real visits to compare different places.</p> <p>Relate journeys, trips, or events in order (first, next, then, last).</p> <p>Observation and discussions - Talk about weather, landscapes, and environmental change.</p> <p>Use stories to prompt map making and discussions about life in different countries</p>
<p>Expressive arts and design</p>	<p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Creating with materials- draw, paint, cut, stick, colour, print, design, line, shape, space, form, texture, artist</p> <p>Being imaginative and expressive - sing, nursery rhyme, pulse, beat, rhythm, fast, slow, loud, quiet, instrument, percussion, build, fold, create, make, model, prepare</p>	<p>Exploration with a range of materials- collage, paint, drawing materials, printing materials etc</p> <p>Loose parts for transient art</p> <p>Resources for observational drawings of the immediate environment</p> <p>Construction toys inside and outside</p> <p>Challenges linked to familiar stories- such as building a house for the 3 Little Pigs</p>

			Recyclable materials for independent modelling Playdoh Exploration of instruments Songs and rhymes
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