

EYFS Curriculum Year A and Year B 2022-2025

ENGLISH LINKS SPOKEN LANGUAGE

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for speaking and listening within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for spoken language. The most relevant statements for spoken language are taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Understanding the World • Expressive Arts and Design



SPOKEN LANGUAGE

Listening skills

Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Expressive Arts and Design		<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Start a conversation with an adult or a friend and continue it for many turns
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds
Reception	Communication and Language		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design		Listen attentively, move to and talk about music, expressing their feelings and response
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social	Self-Regulation	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and



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	and Emotional Development		show an ability to follow instructions involving several ideas or actions
Following Instructions			
Two and Three Year olds	Communication and Language		• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
	Personal, Social and Emotional Development		• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Three and Four Year olds	Communication and Language		• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
Reception	Communication and Language		• Develop social phrases
	Personal, Social and Emotional Development		Show resilience and perseverance in the face of challenge.
ELG	Personal, Social and Emotional Development	Self-Regulation	• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Managing Self	• Explain the reasons for rules, know right from wrong and try to behave accordingly
Asking and Answering Questions			
Two and Three Year olds	Communication and Language		• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
Three and Four Year olds	Communication and Language		• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
Reception	Communication and Language		• Ask questions to find out more and check they understand what has been said to them.
ELG	Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding
		Speaking	• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



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Drama, Performance and Confidence			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none">• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
	Personal, Social and Emotional Development		<ul style="list-style-type: none">• Develop friendships with other children• Safely explore emotions beyond their normal range through play and stories.• Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."
	Expressive Arts and Design		<ul style="list-style-type: none">• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Personal, Social and Emotional Development		<ul style="list-style-type: none">• Show more confidence in new social situations.• Develop appropriate ways of being assertive
	Expressive Arts and Design		<ul style="list-style-type: none">• Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs
	Expressive Arts and Design		<ul style="list-style-type: none">• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasing matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">• Sings a range of well-known nursery rhymes and songs.• Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music

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Vocabulary Building and Standard English			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Literacy		<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Communication and Literacy		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. • Use longer sentences of four to six words
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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		<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Speaking for a Range of Purposes		
Two and Three Year olds	Communication and Language	<ul style="list-style-type: none"> • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children
	Literacy	<p>Enjoy sharing books with an adult.</p> <ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props
	Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people
	Expressive Arts and Design	<ul style="list-style-type: none"> • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
	Understanding the World	<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or



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Reception			seen in photos
	Expressive Arts and Design		<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.
	Communication and Language		<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		<ul style="list-style-type: none">• Express their feelings and consider the feelings of others.
	Understanding the World		<ul style="list-style-type: none">• Talk about their immediate family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Describe what they see, hear and feel whilst outside.
ELG	Expressive Arts and Design		<ul style="list-style-type: none">• Watch and talk about dance and performance art, expressing their feelings and responses.
	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their meanings.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
		Speaking	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

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	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly
	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
		Word Reading	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society
		People, Cultures and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Share their creations, explaining the processes they have used
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Participating in Discussion			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Literacy		<ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary



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Reception	Communication and Language		• Articulate their ideas and thoughts in well-formed sentences
ELG	Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers
		Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play



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ENGLISH IDEAS Spoken Language

(Example ideas, activities may be adapted to follow interests of class and relevant topical events)

	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	<p>-All about Starting school/ new beginnings/growing up.</p> <p>-Who I am and what does my family look like. Rules and routines -Nursery Rhymes we know and new ones to learn</p> <p>-How to be healthy and happy at school and home</p> <p>-Human body and senses - who we are and what makes us.</p> <p>Seasonal changes – Autumn/Winter</p>	<p>-Princesses and Knights, stories linked to above. Castles and other old houses.</p> <p>-Celebrations, parties Bonfire Night (Fireman Sam), Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas</p>	<p>-Dinosaurs – what are they, when did they live? How do we know?</p> <p>-Naming dinosaurs and looking at what they eat (herbivores, carnivores, omnivores) Living Dinosaurs now – lizards and birds</p> <p>Recycling, looking after the world. Seasonal changes Winter/Spring</p>	<p>Pirates and Boats – what does it mean to be a</p> <p>-Pirate – what did Pirates do, were they good or bad or a bit of both. Look at</p> <p>-Pirates in children stories eg Captain Hook, Captain Pike</p>	<p>-Our home – Shropshire England vs other places around the world. -Compare and contrast somewhere hot with somewhere very cold.</p> <p>-Seasonal changes – Spring/Summer</p>	<p>-Mini Beasts what are they and where do they live and what does their world (habitat look like)</p> <p>-Look at a variety of insects and small animals and their habitat – why is it like the way it is?</p>
Key Vocab	Respect, unique, emotions, celebrate,	Prince, Princess, Dragons, Castle, King and Queen.	Past, old, fierce, extinct, omnivore, herbivore,	Pirate, plant, ship, port, starboard, rigging, deck,	Near, far, aeroplane, train, bus, walk, sun, sea,	Beetle, bug, worm, spider, habitat, grow, change,



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(but not limited too)	parade, feast, decorate, festive, grow, happy, healthy	Celebrate, Nativity, Jesus, gift, advent, remember, safe.	carnivore, Dinosaur names, recycle, protect, planet	sea, fish, shark, Easter, cross, new life, spring, lamb	sand, visit, holiday, beach, town, city	sun, safe, shade
Pupils will have the opportunity to:						
Year A Details	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills 	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills 	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills 	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills 	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills 	<ul style="list-style-type: none"> -Listen and respond to stories, partake in questioning and discussion. -participate in a morning routine, joining in songs and days of the week/months of year activities. -Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly. -join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond. -learn new vocabulary through songs and books and by listening to other adults and their peers. -Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills



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	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.	-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B Overview	<p>-Real life and imaginary super heroes</p> <p>-Superhero me!</p> <p>-Seasonal changes – Autumn/Winter</p> <p>-How to be healthy and super foods!!!</p>	<p>-Toys old and new.</p> <p>-How to play nicely and share and look after toys.</p> <p>-Favourite toys and why? What new toys we would like</p> <p>-Saying thank you</p> <p>-Bonfire Night (Fireman Sam), Remembrance Day, Harvest, Diwali, Hannukah, Advent, Christmas</p>	<p>-Where we live. Houses, villages, towns and cities.</p> <p>-What they look like- are they the same everywhere.</p> <p>-How to be safe at home</p> <p>-Recycling, looking after the place we live and the wider world.</p> <p>-Seasonal changes Winter/Spring</p>	<p>-Farming – machinery, jobs, animals.</p> <p>-Baby vs big animals changes ie ducklings to ducks look different</p> <p>-What do farmers do and when? What do farmers grow and what does it become?</p> <p>-Baby Gerbils to Adult gerbils</p>	<p>-Growing and changing Plants and flowers - what they need and how to grow plants to eat.</p> <p>-Seasonal changes – Spring/Summer</p> <p>-The amazing world of Jungles, what lives and grows there and how it is different to the UK.</p>	<p>-What can we visit in the UK or beyond, how do we get there and what do we see when we arrive?</p> <p>-Water life e.g. sea, river and canal.</p> <p>-Where in the world do you find the animals in our stories e.g. the snail and the whale</p> <p>-Why to animals live in some places and not other (e.g. climate)</p>
Key Vocab (but not limited too)	Respect, super, special, talent, unique, emotions, celebrate, parade, feast, decorate, festive, grow, happy, healthy	Play, share, sorry, old/new toys, electric, batteries, celebrate, Nativity, Jesus, gift, advent, remember, thank you	Village, Town, city, country, house, home, bungalow, flat, detached, semi-detached, caravan. Live, recycling, pollution, responsibility, litter	Farm, grow, tractor, plant, feed, lamb, calf, duckling, chick, Easter, egg, past, different, old, new, change	Plants, grow, light, water, London, near, farm, town, village, city, babies, child, adult, Rain forest, amazon, vines, species.	Canal, river, sea, safe, life jacket, hot, cold, sunny, sun safety, travel, plane, car, train, climate, visit, life jacket, life guard
Pupils will have the opportunity to:						
Year B Details	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning	-Listen and respond to stories, partake in questioning and discussion. -participate in a morning



EYFS Curriculum Year A and Year B 2022-2025

	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>	<p>routine, joining in songs and days of the week/months of year activities.</p> <p>-Share news and objects to encourage meaningful discussion on topics that interest pupils both within class and celebration assembly.</p> <p>-join in with purposeful discussion and questioning when engaged in activities and play within the classroom and beyond.</p> <p>-learn new vocabulary through songs and books and by listening to other adults and their peers.</p> <p>-Pupils will learn how to create and perform stories through the use of Helicopter Stories to enhance verbal story development skills</p> <p>-take home a travelling Dragon 'Ellis' and share his adventures with the class answering questions about his stay.</p>
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