

**Section 5:** 30 - 35 months (2:6 - 2:1 years)

Focus	Key vocab	Suggested activity	Tally
5.1 Understand 'in', 'on' and 'under' at the simplest level	In On Under	Model this language and a corresponding action as much as possible during day-to-day activities, e.g. 'I will put my pencil <u>in</u> the pot.' 'I can see a ball <u>under</u> the table.' 'I have put teddy <u>on</u> a chair.'  Deliver instructions for children to follow, e.g. 'Put the ball <u>on</u> the table'.	
5.2 Learn to remember and then say the name of two things	Remember	List two items for the child to hand to you during play, e.g. 'bring me the doll and the teddy.' Ask child if they can remember what they need to hand you.  Hide two items behind your back. Tell the child what these two items are, e.g. 'I have a cup and a ball.' Ask child if they can remember which two items you have behind your back.	
5.3 Learn to play with a friend	Take turns	Encourage turn-taking games in your setting e.g. building Lego towers (taking it in turn to put a brick down).  Encourage two children to take part in the same activity, sat side-by-side.	
5.4 Learn the names of colours	Colours Light/dark [Offer examples]	Create games using colours, e.g. child has to build a Lego tower according to your instructions. Have a red, yellow, green and blue brick in front of them. Say: 'Put the red	

		<p>brick on. Put the blue brick on.' The same game could be played with painting a picture.</p> <p>Play colour sorting games.</p> <p>Mention colours when you are speaking with the child, e.g. 'Look! A red ladybird!'</p>	
5.5 Learn the meaning of 'where'	Where	<p>Encourage child to find an item by asking a 'where' question, e.g. 'Where's the ball?'</p> <p>Ask general questions e.g. 'Where do you go to sleep?' 'Where do we put our gloves?'</p> <p>Use a picture book and ask 'where' questions, e.g. 'Where's the dog?'</p>	
5.6 Encourage the use of three-word sentences		<p>Model three-word sentences when observing what your child is doing, e.g. 'brushing dolly's hair'.</p> <p>Encourage three-word sentences when asking a child what they're doing. If child responds with a two-word phrase, 'add' another word to the sentence, e.g. 'wash feet' becomes 'washing teddy's feet'.</p> <p>In the same way, point to pictures of characters in story books and ask child to describe what they're doing. Encourage three-word sentences.</p>	

5.7 Use 'under' in a simple game	Under	<p>Model 'under' in sentences, e.g. 'Oh look! My pen is under my chair!'</p> <p>Hide items 'under' things around the room. Encourage child to find items. Make sure they say where they found them, e.g. 'under cup', 'under table'. Child can then hide items 'under' things. To help you find them, they need to tell you where they are!</p>	
5.8 Use 'what' and 'where'	What Where	<p>Use a story book with lots of detailed pictures. Ask the children lots of 'what' and 'where' questions, e.g. 'What's this?' 'What's the dog got?' 'Where is teddy?' 'Where is the fish?'</p> <p>At snack time / dinner time, ask the children, 'What shall we have to eat?'</p> <p>Using the toys in the classroom, pick one up (e.g. bed) and ask: 'What is this?' and 'Where does it go?'</p>	
5.9 Understand what things are for		<p>Put a few objects in front of the child (e.g. an apple, a chair and a hat). Ask the child to find an object by its function, e.g. 'What do we wear?' 'What do we eat?'</p> <p>Share books and ask the child to find various things to wear or eat, etc. Then, talk about what people are doing with objects in the picture.</p>	

<p>5.10 Use simple plurals / plural forms</p>	<p>One Lots of</p>	<p>Model plurals in the classroom, e.g. 'Here is one dog. Here are lots of dogs.' Emphasise the 's' on the end.</p> <p>Use pictures in storybooks. Point to one thing (e.g. flower) and ask: 'What is this?' Point to a group of things (e.g. flowers) and ask: 'What are these?'</p> <p>Model the correct use in everyday situations (e.g. if the child says 'grape please' give him/her one grape. When the child looks surprised say 'Oh, you wanted grapes').</p>	
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**Section 6:** 36 - 41 months (3:0 - 3:5 years)

<b>Focus</b>	<b>Key vocab</b>	<b>Suggested activity</b>	<b>Tally</b>
6.1 Understand and use pronouns: 'he' and 'she'	He She	<p>Model pronouns, e.g. 'Can you see that girl? She's skipping'... 'Look at that boy! He's climbing.'</p> <p>Use a storybook and point to different characters. Ask child: 'What is she/he doing?' Encourage child to use pronouns when answering.</p> <p>Find two character toys, one male and one female. Make them do something, e.g. jump. Ask: 'What is he/she doing?' Encourage pronouns.</p>	
6.2 Understand 'behind' and 'in front'	Behind In front	<p>Gather some toys. Ask child to hide them 'behind' or 'in front of' certain things. 'Put Spiderman behind the curtain.' 'Put Barbie in front of the chair.'</p> <p>Look around the room and comment on positions, e.g. 'The ball is behind the house'.</p> <p>Talk about other children in relation to them, e.g. '[Child A] is behind you.' '[Child B] is in front of you.'</p>	
6.3 Understand the negative form	Isn't	<p>Look around the room. Ask: 'Who isn't playing with the sand?' 'Who isn't painting?' If the child says a name, reinforce by repeating the sentence, e.g. 'Well done, [Child] isn't painting. She's building.'</p>	

		<p>Point to pictures in a storybook and ask 'who isn't' questions.</p> <p>Model use of 'isn't' in everyday situations.</p>	
6.4 Understand functions of body parts	<p>Body parts</p> <p>Hands</p> <p>Legs</p> <p>Arms</p> <p>Ears etc...</p> <p>Look</p> <p>Listen</p>	<p>Sing 'Heads, shoulders, knees and toes.'</p> <p>Play games: Call out a body part. Who can touch it the quickest? What can that body part do? (E.g. hands = clap, wave, hold things).</p> <p>Play Simon Says focusing on body parts. Ask same questions.</p> <p>Ask what body part we'll need for certain things, e.g. 'Which part of our body will we use for cutting this paper?' 'Which part of our body will we use for listening?'</p>	
6.5 Play sociably and learn to share	<p>Take it in turns</p>	<p>Encourage two children to play together. Suggest things that one child could give to the other, e.g. '[Child A] find the bottle and pass it to [Child B].'</p> <p>Make a tower block out of Lego and introduce turn-taking.</p> <p>Encourage children to ask for toys instead of snatching.</p> <p>Highlight good sharing with stickers and praise.</p>	

6.6 Develop expressive language		<p>When playing with toys, ask child, e.g., 'What's teddy doing?' Encourage them to respond fully, e.g. 'Teddy is sitting on the chair.'</p> <p>When reading a story, comment on and ask what the characters are doing, e.g. 'Goldilocks is eating the porridge.'</p>	
6.7 Understand and use verbs in the past tense		<p>After playtime/lunchtime, ask the child who he/she played with and what he/she ate, etc.</p> <p>Read a simple story and ask child to retell using past tense.</p> <p>Ask 'what happened' questions - child can retell a real-life event.</p> <p>Allow children to retell events during circle time or Show and Tell. Model correct grammar if not correct.</p>	
6.8 Generate ideas about the function of objects (semantic links)		<p>Have a selection of objects out. Ask child: 'Find me one that I can sit on.' 'Find me one that I can throw.' 'Find me one that I can catch.' Remind children that one object can have more than one function - and that lots of objects perform the same action.</p> <p>Play a game: 'How many things can you think of that I can... [sit on, read, smell etc...]'</p>	

		Look at items around the room / outside space. Ask: 'What does that do?'	
6.9 Understand 'why' questions	Why	<p>Ask simple 'why' questions, e.g. when reading a story, look at the pictures and ask: 'Why is the little boy crying?'</p> <p>Ask 'why' when dealing with altercations, e.g. 'Why was [Child] upset?'</p> <p>Ask 'why' we do certain things during the day, e.g. 'Why are we washing our hands?' 'Why should we walk inside?'</p>	
6.10 Learn to remember and then say the names of three things		<p>Hide three items behind your back. Tell child what they are. Ask child to repeat what three items you are hiding.</p> <p>List three items for the child to hand to you during play, e.g. 'bring me the doll, the ball and the teddy.' Ask child if they can remember what they need to hand you.</p>	



**Section 7:** 42 - 47 months (3:6 - 3:11 years)

Focus	Key vocab	Suggested activity	Tally
7.1 Use Role play	Act Character Role pretend	<p>After reading a story, ask students to act out key scenes. Assign roles and encourage them to use costumes or props.</p> <p>Create a "classroom community" where students take on different roles (e.g., librarian, gardener, helper). Rotate roles regularly.</p> <p>For projects, assign roles (e.g., researcher, presenter, designer) and encourage students to work together in character.</p>	
7.2 Understanding 'many' and 'few'	Many few	<p>Incorporate "many" and "few" into daily routines (e.g., "We have many books to read today" or "There are a few minutes left before lunch.</p> <p>Incorporate games that involve grouping and counting, such as matching cards with "many" and "few."</p> <p>In an art project, ask students to create a scene with "many" and "few" objects (e.g., many stars and few clouds).</p>	

7.3 Understanding 'long' and 'short'	Long short	<p>During outdoor play, have students identify and compare "long" and "short" items in nature (e.g., sticks, flowers).</p> <p>Incorporate the vocabulary during daily routines (e.g., "Please bring me the long ruler" or "Look at the short pencil").</p> <p>Organize a movement game where students stretch their arms or bodies to demonstrate "long" and "short" (e.g., "Show me a long stretch!" "show me a short reach").</p>	
7.4 Learning the meaning of 'why'	Why	<p>Read a story together and pause to ask "why" questions about the plot or character actions.</p> <p>Ask "why" questions about the day's activities, such as "Why do we eat breakfast?" or "Why do we need to wash our hands?"</p> <p>Discuss classroom rules and ask, "Why is it important to follow this rule?"</p>	
7.5 Understanding 'first' and 'last'	First Last Order Sequence	<p>Use daily activities (e.g., lining up for lunch or going out to recess) to reinforce "first" and "last."</p> <p>Read a story and discuss the sequence of events, asking questions like, "What happened first?" and "What happened last?"</p>	

		During physical education, set up a relay race or obstacle course.	
7.6 Understanding and using four-word sentences	<p><b>Name</b></p> <p>a child's name toy names (e.g., "Spiderman," "Dora," "Barbie")</p> <p><b>Actions:</b></p> <p>"jump," "sit," "stand," "lie," "run," "hide")</p> <p><b>Prepositions:</b></p> <p>, "on," "under," "behind," "in front of," "next to")</p> <p><b>Places:</b></p>	<p>Read a story together and pause to ask students to describe actions or scenes using four-word sentences. Eg. " The cat jumps on the bed"</p> <p>Incorporate four-word sentences into daily routines.</p> <p>Use sentences like "Everyone sit on the rug" or "Put the book under the desk."</p> <p>Create a movement game where students must follow four-word instructions (e.g., "Jump on the blue mat").</p>	

	(e.g., "table," "chair," "bed," "box," "floor")		
7.7 Using comparatives: 'bigger', 'longer' and 'smaller'	Bigger Longer Taller Shorter	<p>During outdoor play, collect natural items (sticks, leaves, stones) of varying sizes. Ask students to compare items and describe them using comparatives (e.g., "This stick is longer than that one").</p> <p>Play games like "I Spy" using comparatives (e.g., "I spy something bigger than the desk").</p> <p>Have students line up by height.</p>	
7.8 Understanding opposites: 'wet'/'dry'	Wet/ dry Happy/ Sad Big/ Small Hard/ Soft Loud/ Quiet	<p>Incorporate daily weather discussions. Ask the children what the weather is like today? Can they describe the opposite of the weather today?</p> <p>Choose books that highlight opposites eg. Goldilocks and the 3 bears, hot/ cold, big/ small, hard/ soft/</p> <p>When talking about feelings , highlight the opposite emotions. Say things like "I am so happy that you are all here today, if someone was missing I would be sad"</p>	
7.9 Understanding and using pronouns: 'his' and 'her'	His Her's She	Read books that feature characters with clear male and female roles. Pause to ask questions about the characters, prompting the use of "his" and "her." For example, after a	

	He Him Her Girl boy	<p>character is introduced, ask, "What does he have?" or "What is her name?"</p> <p>Use daily routines to model the pronouns. For instance, during a snack time, say things like, "Is this her snack?" or "He has his juice."</p> <p>Use pictures of boys and girls in various activities. Label each picture with "his" or "her" as appropriate (e.g., "his ball," "her book").</p>	
7.10 Linking sentences using 'because'	Because	<p>Start each day with a discussion prompt that encourages students to use "because" in their responses. "Why do we need to wash our hands?" Students can respond with, "Because it keeps us healthy."</p> <p>Conduct simple science experiments and ask students to explain the results using "because." "Why did the plant grow taller?" They might say, "Because it got sunlight."</p> <p>During storytime, pause at key moments and ask students why they think a character made a decision. Encourage them to answer using "because." For instance, "Why did the character choose to help the animal?" Responses could be, "Because it was kind."</p>	

**Section 8:** 48 - 59 months (4:0 - 4:11 years)

<b>Focus</b>	<b>Key vocab</b>	<b>Suggested activity</b>	<b>Tally</b>
8.1 Learn the meaning of when	When Time Today Tomorrow Yesterday	Use the visual timetable to refer to when things are happening Use when questions in story time so children can identify when particular things have happened. You could have when questions cards and ask them throughout the day. Learn months of the year and learn key event in the year. You can also do this for the seasons	
8.2 Understanding that things that go together are not always the same	Together Category Same Not the same	During dance and music lessons children can identify songs that are fast and slow. Identify different characters in stories that may work together Categorise items eg fruit and vegetables during snack time. You can say they are both food but how they differ.	
8.3 Learning the meaning of 'after'	After	Use the daily visual timetable and use the language after as you talk through it.  Use the language of after throughout the day so children get used to hearing it, e.g. first we will do group time after we play out.  Give children instructions to follow such as: 'Jog on the spot after you clap your hands' or 'Sit on the floor after	

		<p>you pat your head'. The instruction can be made more complicated e.g. 'Jog on the spot for the count of 10 after you clap your hands five time' or simpler e.g. 'Jog after you clap'.</p> <p>Use story time and use the language of after to retell the story.</p>	
8.4 Understanding post-modified sentences (complex sentences)	Add in adjectives into your sentences	<p>After reading a story take a sentence from the story and model to children how you can add more detail to the sentence, e.g the bird sang can become the bright bird sang sweetly in the tree. Encourage children to join in with their own sentences.</p> <p>During tidy up time ask children to place objects in the correct place.</p>	
8.5 Understanding sentences containing 'either' and 'or'	<p>Either Or Do you want.... choose</p>	<p>During snack time give children choices: Do you want an apple or a banana?</p> <p>From a selection of fruit ask children to point to either the apple or the banana</p> <p>You could encourage kitchen staff to join in this aim!</p>	
8.6 Using an increasing range of prepositions: 'behind', 'in front', 'next to' and 'between'	<p>Behind In front Next to Between Position</p>	<p>Have a target preposition of the week and focus on this during the week - you could set up a preposition station to direct taget children to.</p> <p>Use lining up time</p>	

		<p>Model this language and a corresponding action as much as possible during day-to-day activities, e.g. 'I will put my pencil <u>in</u> the pot.' 'I can see a ball <u>under</u> the table.' 'I have put teddy <u>on</u> a chair.'</p> <p>Deliver instructions for children to follow, e.g. 'Put the ball <u>on</u> the table'.</p>	
8.7 Understanding emotions from facial expressions	Use words related to emotions such as: Happy Sad Angry Calm	<p>At story time ask children to use facial expressions to show what characters are feeling.</p> <p>Use a zones of regulation display in the classroom to help children recognise different emotions and how facial expressions can help understand what people are feeling</p>	
8.8 Understanding question words using stories	Who What When Where Why	<p>Have question words on display.</p> <p>During story time point to the question words as you ask who, what, where, when, why questions so children can make a connection to the type of question you are asking.</p> <p>Ask children to generate their own questions as you teach</p> <p>Use story maps and planners to record ideas</p>	
8.9 Learning to remember and then say five things	List Remember	<p>During circle time play games such as I went to the shop,</p> <p>Create a simple song or chant that includes the five items.</p> <p>Singing or clapping can help reinforce memory</p>	



		<p>Have students create a mind map with a central theme and branch out to list five related items. Then, they explain their mind map to a partner</p> <p>Use story maps to help children events in a story.</p>	
8.10 Using superlatives: 'biggest' and 'tallest'	<p>Biggest</p> <p>Tallest</p>	<p>During maths compare heights of each other.</p> <p>Create a chart with categories (e.g., animals, buildings, etc.). Have students fill in the chart with examples of the biggest and tallest items in each category, using visuals to enhance their descriptions.</p> <p>Model language throughout the day</p>	

**Section 9:** 60 - 72 months (5:0 - 6:0 years)

Focus	Key vocab	Suggested activity	Tally
9.1 Understand which day comes next	Days Week Weekend Seven Today Tomorrow	<p>Use morning meeting time to sing the days of the week. Every day say today is.....yesterday was.....today is.....tomorrow will be.....</p> <p>Once children are confident you can extend to 'what day will it be the day after tomorrow'</p> <p>Create a days of the week book and put photos in of things that happen on each day of the week that you can refer to. You may want to build this up as the year progresses</p> <p>Use stories such as the Hungry Caterpillar that use the days of the week</p>	
9.2 Understand passive sentences	Who What Use lots of different verbs and objects	<p>You may need to do lots of modelling of this aim!</p> <p>When children are sharing their work model and encourage to talk in passive sentences e.g The picture was made with stickers</p> <p>Act out simple scenarios and model talking in passive sentences, for example, the soup was stirred, the costume was put on etc. Encourage children to use passive sentence</p> <p>Use story time to read stories that use passive sentences and discuss. Talk about the characters and objects from the</p>	

		<p>story. For example; Teddy, Doll, dinosaur and have a brush, cup, play food and ball.</p> <p>Give the child an instruction and ask them to act it out. For example: Teddy is brushed by the doll. The doll is fed pizza by Teddy. The ball is kicked by the doll.</p> <p>Singing and Moving: Make up a simple song with passive sentences and actions (like "The ball was thrown"). Encourage children to sing and act it out too!</p> <p>Guess the Action: Describe something with a passive sentence (like "The cake was baked"). Get children to guess what happened, helping them understand.</p>	
9.3 Identify an increasing range of emotions	Use words related to emotions such as: Worry Anxious sadness	<p>Recognise different emotions that children present during the day. Teach children how to regulate emotions starting with co-regulation and moving to self-regulation.</p> <p>School could introduce zones of regulation to help children recognise the emotions they are feeling and strategies to cope with them.</p>	
9.4 Begin to understand idioms (link to section 9.9)	Idiom Saying Phrase	<p>Explain the meaning of idioms to the child: words that sometimes mean another thing</p> <p>Idiom of the week displayed in the classroom. You can introduce this each Monday morning. Revisit the idiom throughout the week</p>	

		<p>Examples of idioms</p> <ul style="list-style-type: none"> <li>• It's raining cats and dogs - torrential rain</li> <li>• Pull your socks up - get on with your work</li> <li>• Over the moon - very happy</li> <li>• Break the ice - To initiate conversation in a social setting.</li> <li>• A blessing in disguise - Something that seems bad initially but turns out to be good.</li> <li>• Hit the nail on the head - To be exactly right about something.</li> <li>• Kill two birds with one stone - To accomplish two tasks at the same time.</li> <li>• Let the cat out of the bag - To reveal a secret by accident.</li> <li>• Cost an arm and a leg - To be very expensive.</li> <li>• Under the weather - Feeling ill or unwell.</li> </ul>	
9.5 Predict what might happen next	Predict Next Before Events	<p>During story time or any time you are reading you can stop reading at certain points and get children to predict what may happen next</p> <p>If children are finding this hard you can give them choices of what might happen</p>	
9.6 Understand periods of time	Today Yesterday Tomorrow Time	<p>Use a daily visual timetable and share with children. Remove pictures each time activities are complete.</p> <p>Sing days of the week song (link to 9.1).</p>	

	Days of the week Months of the year Seasons	Have a clock in the classroom (you could have lots of different types of clocks!) and refer to them throughout the day Use timers for learning choice time and keep it on display Use story time and links to history for things that happen now and things that happened a long time ago  Record learning using photos and create books for children to refer back to	
9.7 Remember more and more information	Remember	During circle time you can play I went to the shop Choose children to retell the story you have just told Choose children to retell your instructions that you have just given Use songs with actions Refer to working walls Use task boards that children can refer to help remember what they are supposed to be doing	
9.8 Group items by category, explain differences, and determine which item is the odd one out	Category Same Not the same Different Sort	Sorting games: Provide various objects or pictures (e.g., animals, fruits, shapes) and ask students to sort them into categories  Group Discussions: After sorting, have students explain why they placed items in certain categories, discussing their characteristics.	

		<p>Odd One Out Activity: Present a set of four items and ask the children to identify which one doesn't belong, encouraging them to explain their reasoning.</p> <p>Storytime: Read a story featuring different characters or items, then discuss which character is different and why.</p> <p>Expressive Art and Design: Let students create art pieces based on categories (like color or type), and then share their work, highlighting differences.</p>	
9.9 Making Inferences using idioms (link to 9.4)	Inference Idiom	<p>Show pictures and say an idiom alongside it. For example you could show a picture of people standing in torrential rain and say "The people are getting wet in the rain because it's raining cats and dogs." ask the children is it really raining cats and dogs?</p> <p>Revisit the idiom throughout the week.</p>	
9.10 Talking about things that are going to happen (the future tense)	<p>I will...</p> <p>I shall...</p> <p>I am going to....</p>	<p>Use the visual timetable to tell children what is going to happen throughout the day</p> <p>During story time get children to predict what will happen next</p> <p>During morning meeting children can predict what they think the weather will be like and why</p>	

		At the end of the day you can tell children what will be happening tomorrow and if they need to bring anything eg tomorrow is pe so you will need to bring your PE kit	
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