



CAL – LA, U & S

EYFS

Term 1 & 2 – 2026-2027

	We're Going On a Bear Hunt	PIGS MIGHT FLY
Key knowledge that all children should know by the end	3 & 4 YEAR OLDS - Enjoys listening to longer stories and remembers what happened. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts. - Understands 'why' questions. - Sings a large repertoire of songs and rhymes. - Uses longer sentences from 6 words. - Discuss a point of view. - Can start a conversation and take turns in speaking.	CHILDREN IN RECEPTION - Understands how to listen carefully and why listening is important. - Leans and uses new vocabulary. - Ask questions to find out more and check their understanding. - Articulates their ideas and thoughts, in well formed sentences. - Describe events in some detail. - Use talk to organise thinking. - Develop social phrases.
Key Vocabulary for children	Talk partners. Eye contact. Pause. Discussion. Ideas. Listen. Attention. Vocabulary. Why. How. When. Turn taking. Sharing. Listening. Speaking. Responding. Conversation. Songs. Rhymes. Sounds. Ideas. Thoughts. Sitting. still. Calm. Legs crossed. Star legs.	
Key activities – Teacher inputs.	- Creating our own class rules and signing. - Lining up and moving in a line. - Carpet sitting expectation and carpet spaces - Answering on the carpet – hands up - How to play effectively in school – language to support play, sharing and friendships. - How to have an effective two-way conversation (with children and adults) – Look, listen and respond (appropriately). - Daily Oral Manipulation exercises.	- Developing basic comprehension skills - How will the story end? How was ... feeling? What can you see... Can you imagine... (listening and responding using, clear, appropriate, full sentences). - Re-telling stories in partners and groups (being able to use appropriate story-based vocabulary). - Daily Oral Manipulation exercises.
Scaffolding and resources.	- Role-play (adult modelling). - Additional explicit teaching of class and play expectation teaching for those who need it. - Daily whole-class timetable/ individual, personalised timetables. - Now and next boards. Supportive picture prompts to guide understanding. - Timers – support understanding of time and transitioning between activities. - Adult talk over and sentence extension, modelling of appropriate language.	
Challenge and extension	- Introduction of grandma fantastic to offer and explore alternative vocabulary. - Introduction of expression. - Promote independence of compromising skills –sharing, using bibs, timers, sign up sheets etc. - Being able to follow instructions with more than one step. - Additional Oral Manipulation activities. - Speech and Language pronunciation interventions.	
Outdoor Provision	- Nursery rhymes – CD player, posters, books and soft toys. - Reading area – Fairy tales, picture books, magazines, soft toys, character picture cards. - Literacy shed – puppets, story tracks, story spoons, character and setting cards, talky phones. - Music Stage area – puppet shows, singing, performing shows. - Small world – prompt cards, settings cards, character cards.	