



EYFS VOCABULARY SPINE

Language for Life, Learning and Beyond ♥

From understanding ourselves to caring about our world. ♥

OUR VOCABULARY

Journey



A PROGRESSIVE JOURNEY



OUR VOCABULARY JOURNEY SUPPORTS CHILDREN TO:

- Communicate confidently and express their ideas.
- Understand and enjoy high-quality texts.
- Think deeply and make connections.
- Explore and investigate the world around them.
- Develop empathy, respect and a sense of belonging.
- Take responsibility and care for our world.

HOW WE TEACH VOCABULARY

- HIGH-QUALITY TEXTS & DRAWING CLUB**
Rich stories, poems and vocabulary explored through talk, creativity and imagination.
- SHREC INTERACTIONS**
Secure, Hear, Respond, Expand and Challenge in every interaction and conversation.
- PURPOSEFUL PLAY**
Meaningful play experiences that encourage language in real-life contexts.
- RETRIEVAL & REPETITION**
Revisiting and using vocabulary across the week, terms and year.
- REAL-LIFE EXPERIENCES**
Visits, visitors and experiences that bring vocabulary to life.

Our Vision ♥

Excellence and happiness for all.

Through curiosity, challenge and community, children develop the language they need to communicate confidently, think deeply and understand the world around them.

OUR VALUES

- CURIOSITY
- COMMUNITY
- CHALLENGE

Together, we nurture curious minds and kind hearts, inspiring a love of learning for life and beyond. ♥

Excellence and happiness for all ♥

CURIOSITY • CHALLENGE • COMMUNITY





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AUTUMN 1

THIS IS ME

Who am I?



BIG IDEA:
ME

In Autumn 1, children focus on developing a strong sense of self and belonging. They learn to talk about themselves, their families and their feelings, while building the language and confidence to communicate with others. This lays the foundations for positive relationships and routines.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- me
- my
- mine
- family
- friend
- home
- body
- help
- share
- kind



TIER 2 VOCABULARY

- belong
- unique
- feelings
- healthy
- safe
- routine
- choice
- different
- same



CONCEPTUAL VOCABULARY

- identity
- belonging
- relationships
- community



ONE LIFE VOCABULARY

- happy
- sad
- cross
- worried
- excited
- calm
- proud



DRAWING CLUB / STORY VOCABULARY

- lonely
- friendship
- caring
- kindness
- problem
- solution



LANGUAGE STRUCTURES

- I am ...
- I belong to ...
- I feel ...
- My family ...
- I am proud of ...



STICKY KNOWLEDGE

- ★ Families can be different.
- ★ We all belong.
- ★ Our feelings matter.



EXAMPLES IN CONTEXT



I can talk about myself and my family.



I can name and share my feelings.



I can make friends by being kind and taking turns.



Excellence and happiness for all ♥

CURIOSITY • CHALLENGE • COMMUNITY



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AUTUMN 2

LET'S CELEBRATE

How do we celebrate?



BIG IDEA: COMMUNITY

In Autumn 2, children build on their understanding of themselves by exploring celebrations and traditions. They begin to recognise similarities and differences between cultures and communities, developing language to describe and compare experiences. This supports their growing awareness of the wider world and respect for others.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- party
- celebrate
- lights
- family
- food
- gift



TIER 2 VOCABULARY

- celebration
- tradition
- festival
- special
- similar
- different
- remember
- past



CONCEPTUAL VOCABULARY

- community
- culture
- tradition
- celebration



ONE LIFE VOCABULARY

- respect
- kind
- together
- safe



DRAWING CLUB / STORY VOCABULARY

- sparkling
- dazzling
- joyful
- reunited
- festive



LANGUAGE STRUCTURES

- We celebrate ...
- This is special because ...
- It is similar to ...
- It is different because ...
- We remember ...



STICKY KNOWLEDGE

- ★ People celebrate in different ways.
- ★ Traditions are important to families.
- ★ Communities belong together.



EXAMPLES IN CONTEXT

- I can talk about how my family celebrates special events.
- I can compare celebrations and talk about what is the same and different.
- I can show respect for other people's traditions and beliefs.

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SPRING 1

WHAT A WONDERFUL WORLD

*What would it be like
if the world was frozen?*



BIG IDEA: WORLD

In Spring 1, children extend their understanding from themselves to the wider world, exploring contrasting environments such as polar regions. They learn how animals live and survive in different habitats, using vocabulary such as 'habitat', 'environment' and 'compare' to describe what they observe.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- cold
- snow
- ice
- animal
- water
- food



TIER 2 VOCABULARY

- habitat
- environment
- polar
- Arctic
- Antarctica
- freeze
- melt
- weather
- compare



CONCEPTUAL VOCABULARY

- environment
- adaptation
- survival
- comparison



ONE LIFE VOCABULARY

- resilience
- challenge
- try again
- proud



DRAWING CLUB / STORY VOCABULARY

- enormous
- curious
- stranded
- rescue
- brave



LANGUAGE STRUCTURES

- I notice ...
- I can compare ...
- This habitat is ...
- It survives because ...
- I wonder if ...



STICKY KNOWLEDGE

- ★ Some places in the world are very cold and different from where we live.
- ★ These places are called polar regions (Arctic / Antarctica).
- ★ Animals live in these places and are suited to their habitat.
- ★ Animals need food, water and shelter to survive.



EXAMPLES IN CONTEXT



I can talk about animals that live in cold places.



I can compare the Arctic to where I live.



I can explain how animals stay warm and survive in the cold.

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SPRING 2

A SKY FULL OF STARS

*Is there anything
above the clouds?*



BIG IDEA: BEYOND

In Spring 2, children build on their understanding of the world by exploring space, light and dark. They begin to use language of explanation, such as 'because' and 'I wonder', and develop early scientific thinking through cause and effect.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- sky
- sun
- moon
- star
- day
- night



TIER 2 VOCABULARY

- space
- light
- dark
- explore
- travel
- astronaut
- rocket
- Earth
- natural
- man-made



CONCEPTUAL VOCABULARY

- exploration
- discovery
- cause and effect
- universe



ONE LIFE VOCABULARY

- kindness
- connection
- care
- love



DRAWING CLUB / STORY VOCABULARY

- launch
- zoom
- investigate
- wonder
- magnificent
- fascinating



LANGUAGE STRUCTURES

- I wonder ...
- What would happen if ...
- I think ...
- This is because ...
- I noticed that ...



STICKY KNOWLEDGE

- ★ The sky changes from day to night.
- ★ The sun gives us light in the day and the moon and stars can be seen at night.
- ★ Space is beyond Earth and is very big.
- ★ People have travelled into space (astronauts).



EXAMPLES IN CONTEXT

- I can talk about what I see in the sky during the day and at night.
- I can ask questions about space and find out more.
- I can explain how rockets help astronauts travel to space.



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SUMMER 1

THAT'S LIFE

Are minibeasts like me?



BIG IDEA: LIFE

In Summer 1, children develop their understanding of living things, exploring how plants and minibeasts grow and change over time. Through observation and first-hand experiences, they learn about life cycles, habitats and the importance of caring for living things.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- bug
- plant
- grow
- change
- water
- food



TIER 2 VOCABULARY

- minibeast
- insect
- life cycle
- habitat
- seed
- roots
- stem
- observe



CONCEPTUAL VOCABULARY

- growth
- change
- living things
- life cycle



ONE LIFE VOCABULARY

- care
- gentle
- respect
- look after



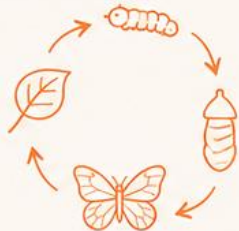
DRAWING CLUB / STORY VOCABULARY

- transform
- wriggle
- hatch
- cocoon
- nurture



LANGUAGE STRUCTURES

- I observed ...
- It changed because ...
- First ...
- Next ...
- Finally ...



STICKY KNOWLEDGE

- ★ Living things grow and change over time.
- ★ Minibeasts are living things and have different features.
- ★ Plants need water, light and care to grow.
- ★ Life cycles have a beginning, middle and end.



EXAMPLES IN CONTEXT

- I can talk about the life cycle of a butterfly.
- I can observe changes in plants and minibeasts.
- I can explain what living things need to grow and survive.



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SUMMER 2

BEYOND THE SEA

How can we look after our planet?



BIG IDEA: RESPONSIBILITY

In Summer 2, children apply their knowledge of the natural world to understand the importance of caring for our planet.

Through learning about oceans and marine life, they begin to recognise the impact of human actions and develop a sense of responsibility for protecting the environment.

OUR VALUES IN ACTION



CURIOSITY



COMMUNITY



CHALLENGE



TIER 1 VOCABULARY

- sea
- water
- sand
- fish
- shell
- beach



TIER 2 VOCABULARY

- ocean
- habitat
- pollution
- rubbish
- protect
- environment
- recycle
- clean



CONCEPTUAL VOCABULARY

- responsibility
- impact
- conservation
- sustainability



ONE LIFE VOCABULARY

- care
- kindness
- help
- responsibility



DRAWING CLUB / STORY VOCABULARY

- camouflage
- hatch
- commotion
- dart
- glide
- rescue



LANGUAGE STRUCTURES

- We can help by ...
- Pollution affects ...
- We should protect ...
- This is important because ...
- I can make a difference by ...



STICKY KNOWLEDGE

- ★ Oceans are important habitats.
- ★ Pollution harms sea animals and plants.
- ★ Rubbish and plastic can damage our oceans.
- ★ We can recycle and reuse things.
- ★ Everyone can help care for our planet.



EXAMPLES IN CONTEXT

- I can talk about animals that live in the sea.
- I can explain how pollution harms the ocean.
- I can suggest ways to look after our planet.
- I can make responsible choices every day.
- I can encourage others to help too.





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