

CORE SKILL: To use familiar vocabulary

Working towards curriculum ambition: To be able to speak in full sentences. To be able to talk about their experiences. To be able to take on a role during their play

Possible sequence of learning:

- To use non-verbal gestures to communicate e.g. pointing, waving etc.
- To know the names of everyday objects e.g. chair, car, coat etc.
- To know the names of animals
- To know the names of colours
- To know the name of body parts
- To know specific topic words e.g. wolf, pigs etc.
- To be able to communicate their own needs
- To be able to identify places they have been e.g. park, beach etc.
- To be confident to communicate with both adults and peers

Things adults can do:

- Develop positive relationships with children where they feel happy to communicate
- Encourage children to share their ideas
- Model use of familiar words
- Teach topics which cover specific vocabulary
- Provide role play areas to give children opportunities to use vocabulary

Possible literacy opportunities linked to this activity zone:

- Provide fiction and non-fiction books
- Stories
- Singing nursery rhymes and everyday songs

Links to statutory framework: ELG: Speaking:

- 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 when 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.

Links to MAGIC:

- **Communication**