

EYFS · PRE-K / RECEPTION / K

Daily Routine Vocabulary

The language of the EYFS day

Arrival and start of day

Word	Picture cue	Example sentence
arrive	■	We arrive at school in the morning
coat peg	■	Hang your coat on your peg
book bag	■	Put your book bag in the tray
self-register	■	Move your name to 'I am here'
greet	■	Say good morning to your teacher
circle time	■	Sit on the carpet for circle time

Learning times

Word	Picture cue	Example sentence
carpet time	■	Come to the carpet for a story
choosing time	■	It's choosing time — pick what you want to do
focus group	■	Today my focus group is doing maths
literacy	■	Now we're doing literacy
maths	■	Time for maths



Word	Picture cue	Example sentence
phonics	■	Phonics time — letter sounds
story time	■	Sit nicely for story time

Provision and play

Word	Picture cue	Example sentence
construction	■	Building blocks at construction
mark making	—■	Drawing and writing at mark making
role play	■	Pretending in role play
small world	■	Playing with small toys
sand and water	■	Playing with sand and water
outdoor	■	Playing outside
creative area	■	Making things at the creative area
malleable	■	Playdough or clay at malleable

Times and transitions

Word	Picture cue	Example sentence
snack time	■	Time for snack
tidy-up time	■	Tidy-up time — put things away
lunchtime	■■	It's lunchtime
playtime	■	Playtime outside
home time	■	Time to go home
lining up	■	Lining up at the door
walk quietly	■	Walk quietly through school

Body and feelings



Word	Picture cue	Example sentence
tired	■	I'm feeling tired
hungry	■	Are you hungry?
thirsty	■	Have a drink if you're thirsty
happy	■	I am happy today
sad	■	It's OK to feel sad
worried	■	Are you feeling worried?
angry	■	Sometimes we feel angry

How to use

Print, laminate, mount on the relevant area. The 'tidy up' card lives near the cleaning supplies. The 'snack' card lives near where snack happens. For EAL children, EYFS children with speech-and-language needs, and any child who needs language support, this gives them WORDS for the day. By repeating the words consistently, with consistent visual support, vocabulary builds quickly. Most EYFS classes already have visual timetables. These cards are the WORDS for those timetables — building expressive language alongside receptive language.

