



Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<ul style="list-style-type: none"> *Find ways of managing transitions, for example from their parent to their key person. *Increasing desire to be independent. *Begin to be aware of some rules and boundaries. 	<ul style="list-style-type: none"> *Beginning to express preferences and decisions. They also try new things and start establishing their autonomy. *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. *Feel strong enough to express a range of emotions. 	<ul style="list-style-type: none"> *Develop play with other children *Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	<ul style="list-style-type: none"> *Begin to have an awareness of differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. *Safely explore emotions through play and stories. *Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. 	<ul style="list-style-type: none"> *Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. *Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful. *Beginning to understand the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings. *Be increasingly able to talk about and manage their emotions. 	<ul style="list-style-type: none"> *Feels strong enough to express a range of emotions in more elaborate ways, " I am sad because...". *Feel confident and enjoy exploring new places and experiences with their key person. *Select and uses activities and resources, with help when needed. This helps them to achieve goal they have chosen, or one that is suggested to them. *Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries)
C&L	<ul style="list-style-type: none"> *Enjoy singing, music and toys that make sounds. *Listen and respond to a simple instruction *Understand simple instructions like "give to mummy" or "stop" * Copy your gestures and words. *Understand single words in context – 'cup', 'milk', 'daddy'. *Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. *Uses at least 20 clear single words during play. *Generally, focus on an activity of their own choice and find it difficult to be directed by an adult 	<ul style="list-style-type: none"> *Beginning to talk about people and things that are not present. * Beginning to put 2/3 words together *Start to say how they are feeling, using words as well as actions (Begin to express themselves) *Enjoys laughing and being playful with others. *Beginning to ask simple questions 	<ul style="list-style-type: none"> *Beginning to know many rhymes. *Start to develop conversation, often jumping from topic to topic. *Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. *Confidently put 2/3 words together. *Frequently asking questions. *Listens with interest to the noises adults make when they read stories. *Carries out actions by following simple instructions e.g. show me jumping *Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet *Learns new words rapidly and uses them in communicating. 	<ul style="list-style-type: none"> *Single channelled attention, can shift to a different task if attention is fully obtained – using child's name to fully focus child. *Uses language to share feelings, experiences and thoughts. *Beginning to use talk to organise themselves "Draw a line, up and round..." 	<ul style="list-style-type: none"> *Begin to talk about familiar books. *Listens to familiar stories with increasing attention and recall. *Develop understanding of simple concepts, fast / slow good/bad *Understands the use of objects. – what do we use to cut *Use a wider range of vocabulary based on their own experiences. 	<ul style="list-style-type: none"> *Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). * Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'. *Can follow a three key-word instruction. *Links up to 5 words in a sentence.
PD	<ul style="list-style-type: none"> *Gradually gain control of their whole body through continual practice of large movements. *Build independently with a range of appropriate resources. *Walk, run, jump and climb – and start to use the stairs independently *Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.) When holding crayons, chalks etc, *Beginning to make marks. 	<ul style="list-style-type: none"> *Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle. *Clap and stamp to music. *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *Explore different materials and tools. (Playdough, real tools, hammers) 	<ul style="list-style-type: none"> *Develop manipulation and control (one handed tools). *Holds mark making tools with thumb and all fingers. 	<ul style="list-style-type: none"> *Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. *Enjoy starting to kick, throw and catch balls. *Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts). 	<ul style="list-style-type: none"> *To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. *Beginning to recognise danger and seeks support of significant adults for help. *Kicks a stationary ball with either foot. *Throws a ball with increasing force. *Starts to catch a large ball by using two hands and their chest to trap it. 	<ul style="list-style-type: none"> *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Hop, stand on one leg and hold a pose for a game like musical statues. *Use large muscle movements to wave flags and streamers, paint and make marks.



Lit	<ul style="list-style-type: none"> * Copy finger movements and other gestures. *Enjoys songs and rhymes tuning in and paying attention. *Pay attention and responds to the pictures or the words. * Enjoy drawing freely. *Join in with songs and rhymes. * Begin to tune in to environmental sounds. 	<ul style="list-style-type: none"> *Enjoys sharing books with an adult. *Enjoys drawing freely. *Enjoys rhythmic and musical activity with percussion, songs, and joining in with words of familiar songs and nursery rhymes *Sing songs and say rhymes independently, for example, singing whilst playing. •Pay attention and responds to the pictures or the words. *Begin to tune into instrumental sounds. 	<ul style="list-style-type: none"> *Have favourite books and seeks them out, to share with an adult. *Repeat words and phrases from familiar stories. *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. *Begin to experiment with body percussion. 	<ul style="list-style-type: none"> *Ask questions about the book. And makes comments.. *To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments. 	<ul style="list-style-type: none"> * Develop play around favourite stories using props. *Beginning to join in with conversations about stories and learn new vocabulary 	<ul style="list-style-type: none"> *Sing songs and say rhymes independently, for example, singing whilst playing. * Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
Maths	<ul style="list-style-type: none"> *React to changes of amount in a group of up to three items. *Beginning to recite some number names in sequence. *Take part in finger rhymes with numbers. * Say some number names randomly. *Have an awareness of the concept of 'more'. 	<ul style="list-style-type: none"> *Combine objects like stacking blocks and cups. Put objects inside others and take them out again. *Build with a range of resources. *Complete inset puzzles. *Beginning to categorise objects according to properties such as shape, colour or size 	<ul style="list-style-type: none"> *Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' *Recites some number names in sequence *Beginning to recognise numerals of personal significance. *Begin to be aware of the value of numbers 1,2 and 3. 	<ul style="list-style-type: none"> *Beginning to use positional language of in and on. *Climb and squeezing selves into different types of spaces *Begin to be aware of the value of numbers 4 and 5. 	<ul style="list-style-type: none"> *Counts up to three objects by saying one number name for each item. *Selects a small number of objects from a group when asked. *Compare amounts, saying 'lots' or 'more'. *Begins to order their daily routine. 	<ul style="list-style-type: none"> *Fast recognition of up to 3 objects, without having to count them individually ('subitising'). * Say one number for each item in order: 1,2,3,4,5. *Recite numbers past 5. *Recognise some numerals of personal significance. *Uses positional language. *Make comparisons between objects relating to size, length, weight and capacity *Select shapes appropriately :e.g, flat surfaces for building. *Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
UW	<ul style="list-style-type: none"> *Repeat actions that have an effect. (Exploring how things work) *Beginning to explore natural materials, indoors and outside. 	<ul style="list-style-type: none"> *Explore and respond to different natural phenomena in their setting and at forest school (standing in the rain with wellies and umbrellas, jumping in puddles, bugs, local walks etc). 	<ul style="list-style-type: none"> *Talk about the differences between materials and changes they notice. (Snow, Ice melting) *Notice differences between people. 	<ul style="list-style-type: none"> * Beginning to plant seeds and care for growing plants. *Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> * Explore how things work. (problem solving & science experiments) * Able to talk about what they see, using a wide vocabulary. *Care for growing plants. (showing respect for the natural world) *Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices). 	<ul style="list-style-type: none"> *Make connections between the features of their family and other families. *Notice differences between people. *Independently explore and respond to different natural phenomena in their setting .
EAD	<ul style="list-style-type: none"> *Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. *Move and dance to music. *Join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> *Show attention to sounds (stop sound) and music.. *Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example) *Beginning to make marks intentionally. 	<ul style="list-style-type: none"> *Begin to use their imagination as they consider what they can do with different materials. *Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) *Manipulate and play with different materials using various tools like scissors, cutters, hammers. 	<ul style="list-style-type: none"> *Beginning to make simple models which express their ideas. *Makes marks intentionally. (in flour, sand, pens, crayons, paint etc). 	<ul style="list-style-type: none"> *Express ideas through making marks, and sometimes give a meaning to the marks they make. *Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them. *Explore colour and colour-mixing 	<ul style="list-style-type: none"> *Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.



					*Respond emotionally and physically to music when it changes. *Make rhythmical and repetitive sounds. *Explore a range of sound-makers and instruments and play them in different ways.	
Celebrations	Harvest & Autumn	Diwali. Fireworks. Remembrance. Christmas.	Chinese New Year. Holi..	Pancake Day. Mother's Day. Easter. World Book Day.	Eid al Fitr. Platinum Jubilee.	Father's Day
Key Texts/Rhymes/Poems	The Colour Monster . Little Red Hen. Starting School. Fairytale books. Finger Rhymes Book. Once I Caught a Fish Alive. 1 Little, 2 Little. 3 Little Dinosaurs . 5 Little Monkeys.	Jolly Postman. One Snowy Night. The Night Before Christmas. Simple Nativity story. Arctic Animals. Nativity Songs.	Nursery Rhyme Books. Ten Little Pirates. Counting Stories. How Many? The Growing Story. Different Cultures/Families. We Are All Welcome! Having a Disability.	Bear Hunt. Room on the Broom. Toddle Waddle. Oi, Frog. The Story of Easter. Hungry Caterpillar.	Katie Goes to London. London Bridge is Falling Down. You Choose Series. Pets Non-Fiction. My Day (Usbourne). Fiction Routine Book. Tooth Brushing books.	Social Stories to promote independence. Road Safety. Getting Ready for School. Our World (Moirra Butterfield). Handa's Surprise. 'How the ...got its' African Tales.
Focus Vocabulary	Happy/Sad/Angry/Worried/Excited. Autumn. Farm. Crops. Sow. Harvest Combine Harvester.	Celebrations. Festivals. Remembrance. Winter description words – snowy, icy, frosty...	Unique. Same/Different. Disability. Talent. Respect. Kindness.	Eid Mubarak. Squelchy. Sticky. Oozy. Etc. Under. Over. Through. Cocoon. Life Cycle. Emerge.	Hear/See/Smell/Taste/Feel/ First/Next/After/Last Lots/More	Stop/Look/Listen/Wait/Danger/Safety World/ Countries/ United Kingdom/ Africa/ Globe/ Map/Describe/Different/Similar. Independent. 'I can try'. 'Never give up'.
Makaton	Good Morning/Home song . Hello/Goodbye/Stop/Yes/No/Toilet. Big, red combine harvester song.	Please/Thank You/ Yes/ No/Eat/Drink/Colours/Fireworks	Good/Bad/Love/Family/Family members. Same/Different.	Days of the Week. Under. Over. Through.	Hear/See/Smell/Taste/Feel Now/Next More	Stop/Look/Listen/Wait. World
Experiences	Transitioning to nursery. Harvest Assembly. Bread Making	Introduction to Forest School. Nativity. Posting a letter.	Imaginative/Immersion Day. Planting Beans	Bear Hunt Sensory Walk. Eco Garden. Bread Experiment. World Book Day carousel. Caterpillars	Pets at Home Animal Corner	Transitioning to School. Making a Picnic. Trip to Park.