



Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>*Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</p> <p>*Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>*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)</p> <p>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>*Feels strong enough to express a range of emotions in more elaborate ways, "I am sad because..."</p>	<p>*Be increasingly able to talk about and manage their emotions</p> <p>*Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>*Develop friendships with other children</p> <p>*Safely explore emotions beyond their normal range through play and stories.</p> <p>*Increasingly begin to follow rules, understanding why they are important.</p>	<p>*Develop their sense of responsibility.</p> <p>*Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>*Show more confidence in new social situations.</p> <p>*Play with one or more other children, extending and elaborating play ideas.</p> <p>*Start to eat independently and learning how to use a knife and fork.</p>	<p>*Do not always need an adult to remind them of a rule.</p> <p>*Develop appropriate ways of being assertive.</p> <p>*Talk with others to solve conflicts.</p> <p>*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>*Knows how others might be feeling.</p> <p>*Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>*Make healthy choices about food, drink, activity.</p>	<p>*To be able to play in a group with friends, and make up ideas of things to do and games to play</p> <p>*Understands how to manage feelings and talk about emotions</p> <p>*Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands</p>	<p>*To be responsible and be confident to be part of my community</p> <p>*To be ready for new experiences like starting school</p> <p>*To learn how to be assertive</p> <p>*To be able to follow rules and know why they are important</p> <p>*To begin to find solutions to quarrels and rivalries</p> <p>*To be able to follow the rules without an adult reminding me</p>
C&L	<p>*Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>*Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>*Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.</p> <p>*Can follow a three key-word instruction.</p> <p>*Links up to 5 words in a sentence.</p> <p>*Beginning to use plurals</p>	<p>*Enjoy listening to longer stories and can remember much of what happens.</p> <p>*Can find it difficult to pay attention to more than one thing at a time.</p> <p>*Enjoys experimenting with new vocabulary.</p>	<p>*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>*Sing a large repertoire of songs.</p> <p>*Beginning to understand basic prepositions.</p>	<p>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>*Learns lots of new words and use them in play</p> <p>*Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>*Starts a conversation with adults and friends</p> <p>*Enjoys listening to longer stories and can remember what happens in them.</p> <p>*Understand a question with two parts like "Can you get your coat and wait by the door please?"</p> <p>*Focuses on a chosen activity for at least five minutes.</p> <p>*Knows and understands prepositions.</p>	<p>*Join in at group and understands when it is time to listen or time to talk (stop sign/turn to your partner).</p> <p>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>*Uses longer sentences of four to six words when talking</p> <p>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>*Able to move away from distractions when concentrating</p> <p>*Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p>
PD	<p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>*Hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>*Uses large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>*Use a comfortable grip with good control when holding pens and pencils.</p>	<p>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Increasingly able to use and remember sequences and patterns of</p>	<p>*Goes up steps and stairs, or climb up apparatus, using alternate feet</p> <p>*Able to eat independently and use a knife and fork</p> <p>*Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>*Is independent and helps to get dressed and undressed</p> <p>*Makes healthy choices about food, drink, activity and tooth brushing</p> <p>*To have an awareness of safety and manage own risks</p> <p>*Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers/cuts along a line.</p> <p>*Beginning to write letters or marks that can be recognised</p>

			*Show a preference for a dominant hand	movements which are related to music and rhythm		
Lit	<p>*Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>*Repeat words and phrases from familiar stories.</p> <p>*Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>*Phonics – Tune into environmental Sounds</p>	<p>*Engage in extended conversations about stories, learning new vocabulary</p> <p>*Enjoy drawing freely.</p> <p>*Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>*Phonics – Tune into instrumental sounds and start to use body percussion.</p>	<p>*Make marks on their picture to stand for their name.</p> <p>*Phonics – Use body percussion and start to recognise rhythm and rhyme.</p>	<p>* Understand that print has meaning</p> <p>* Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>*Clap out syllables in a word</p> <p>*Recognises own name when written.</p> <p>*Phonics – Recognise rhythm and rhyme and alliteration.</p>	<p>*Be able to name some of the features of a book.</p> <p>*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>*Says what the marks, shapes, letters and pictures that they make mean</p> <p>*Able to 'map' out a familiar story through drawing</p> <p>*Knows that stories have beginnings and endings and sometimes guess how the story will end</p> <p>*Has conversations about stories and learn new vocabulary</p> <p>*Hear and says the first sound in a word when you say the word.</p> <p>*Able to make up own stories, with characters, a beginning, middle and an end</p> <p>*Writes some letter sounds accurately</p> <p>*Phonics – experiment with voice sounds</p> <p>Begin RWI.</p>	<p>*To write some or all of my name</p> <p>*To write some letters accurately</p> <p>*To talk about the places and people in stories and the important things that are happening</p> <p>*Able to say lots of words that rhyme with a word like 'cat'</p> <p>*Phonics – Continue RWI and be able to blend some CVC words when sounded-out by an adult.</p>
Math	<p>*Counts up to three or four objects by saying one number name for each item.</p> <p>* Recognise some numerals of personal significance.</p> <p>*Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>* Recite numbers past 5.</p> <p>* Say one number for each item in order: 1,2,3,4,5.</p>	<p>*Selects a particular named shape.</p> <p>*Talk about and explore 2D shapes (for example, circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>* Recognises and names common 2d shapes.</p>	<p>*Recognises numerals 1 to 5.</p> <p>*Counts out up to six objects from a larger group.</p> <p>* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>*Understands the value of the numbers 1,2 and 3.</p> <p>* Show 'finger numbers' up to 5.</p> <p>*Fast recognition of up to 5 objects, without having to count them individually ('subitising').</p> <p>*Touches one thing and say the number name at the same time and in order to help me count how many things there are</p>	<p>*Understand and use words/signs such as, in, under, behind, in front, beside, next to and use them in my play</p> <p>*Understand position through words alone – for example, “The bag is under the table” .</p> <p>*Able to tell you a familiar route I know</p> <p>*Able to follow and make own patterns like stick, leaf, stick, leaf.</p> <p>*Understands the value of the number 4 and 5.</p>	<p>*Able to say numbers in order from 1 to 10 or higher.</p> <p>*Uses counting to help solve problems that are important to them, like splitting a sandwich in half to share with my friend</p> <p>*Able to subitise, look at a group of objects and know how many there are.</p> <p>*Compares two groups of objects, saying when they have the same number.</p> <p>*Is able to order their daily routine.</p>	<p>*Compare quantities using language: 'more than', 'fewer than'</p> <p>*Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>*Able to tell you which thing is “heavy” and which thing is “light” when given two things and say what is 'full' and 'empty' when filling containers</p> <p>*Make comparisons between objects relating to size, length, weight and capacity</p> <p>*Selects a particular named shape..</p> <p>*Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>*Begin to use words like “round” and “straight” when talking about the shapes.</p> <p>*Recognises and names common 2d shapes and begin to recognise some 3d shapes (sphere, cube, cone, cylinder, pyramid).</p> <p>*Understands and uses positional language behind, under, above, in between.</p>

UW	<ul style="list-style-type: none"> *Make connections between the features of their family and other families. *Notice differences between people. *Explore and respond to different natural phenomena in their setting. 	<ul style="list-style-type: none"> *Understand how their family is made up. *Explore how things work. *Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> *Begin to understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> *Begin to talk about the differences between materials and changes they notice. *Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> *Uses all of their senses to explore natural materials. *Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently *Talks about animals that interest them, like next door's dog that barks and the really tall tree in the park *Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs" 	<ul style="list-style-type: none"> *Understands the key features of the life cycle of a plant and an animal. *Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed *Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos *Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year
EAD	<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. 	<ul style="list-style-type: none"> *Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> *Join different materials and explore different textures. *Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> *Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. *Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> *Plays instruments with increasing control to express feelings and ideas. *Remember and sing whole songs. *Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark 	<ul style="list-style-type: none"> *Safely uses and explores lots of different tools such as hammers, scissors and saws *Makes up stories when playing, like superheroes rescuing people from a building *Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. *Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. *Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features *Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc
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 (Moira 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
		Introduction to Forest School.				

Experiences	Transitioning to nursery. Harvest Assembly. Bread Making	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.
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