	Autumn 1 Marvellous Me	Autumn 2 Bears	Autumn 3 Special Days	Spring 1 Toys	Spring 2 On the Farm	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
C o m u ni ca ti o n a n d La n g u a g	Be able to talk about familiar books Sit and listen to a story. Answer simple questions about what they have heard. Develop their communication Speak in simple sentences.	Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary.	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use a wider range of vocabulary.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play. Use longer sentences of four to six words.	Develop their communication, to talk about a past event but may continue to have problems with irregular tenses Use a wider range of vocabulary. Be able to talk about familiar books and be able to tell a long story. Use vocabulary in their play, that reflects their experiences of books. Sing a large repertoire of	Understand 'why' questions. Be able to tell a long story. Use longer sentences of four to six words.	and Small Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.
е					songs.		

	Select and use	Increasingly follow	Talk about their	Play with one or more	Develop their	Select and use	Develop appropriate
Р		rules, understanding	feelings using words	other children,	sense of	activities and	ways of being
er	activities and	why they are	like 'happy', 'sad',	extending and	responsibility and	resources to help	assertive.
S	resources, with help	important.	'angry' or 'worried'	elaborating play ideas.	membership of a	them to achieve a	assertive.
0	when needed.	important.	angry of worned	Help to find solutions	community.	goal.	Develop their sense
		Talk about their	Develop their sense	to conflicts and	community.	goai.	of responsibility and
n	Become more	feelings using words	of responsibility and	rivalries.	Develop	Develop their	membership of a
al	outgoing with	like 'happy', 'sad',	membership of a	Tivalites.	appropriate ways	sense of	community.
,	unfamiliar people,	'angry' or 'worried'.	community.	Show more confidence	of being assertive.	responsibility and	community.
S	In the safe context	angry of worried.	community.	in new social	Help to find	membership of a	Become more
o	of their setting.	Begin to understand	Show more	situations.	solutions to	community.	outgoing with
ci	-	how others might be	confidence in new	Situations.	conflicts and	continuity.	unfamiliar people.
	Show more	feeling.	social situations.	Begin to understand	rivalries. For	Talk about their	
al	confidence in new	iceniig.	Social Structoris.	how others might be	example,	feelings using	Show more
,	social situations.	Play with one or	Begin to understand	feeling.	accepting that not	words like 'happy',	confidence in new
Е	social situations.	more other children,	how others might		everyone can be	'sad', 'angry' or	social situations.
m	Play with one or	extending and	be feeling.		Spider-Man in the	'worried'.	
ot		elaborating play	0		game, and		Help to find
	more other	ideas.			suggesting other	Begin to	solutions to conflicts
io	children.				ideas.	understand how	and rivalries.
n						others might be	
al						feeling.	
Р	Start taking part in some	Match their	Be increasingly	Continue to develop	Continue to	Match their	Use a comfortable
h	group activities which	developing physical	independent as	their movement,	develop their	developing	grip with good
	they make up for	skills to tasks and	they get dressed	balancing, riding	movement,	physical skills to	control when
ys	themselves, or in teams.	activities in the	and undressed	(scooters, trikes and	balancing, riding	tasks and activities	holding pens and
ic	Skip, hop, stand on one	setting.		bikes) and ball skills.	(scooters, trikes	in the setting.	pencils
al	leg and hold a pose for a		Be increasingly		and bikes) and ball		
	game like musical	Choose the right	independent in	Use one-handed tools	skills.	Choose the right	Continue to develop
	statues.	resources to carry	meeting their own	and equipment, for		resources to carry	their movement,
		out their own plan.	care needs.	example, making snips	Start to eat	out their own	balancing, riding and
	Use one-handed tools.	Collaborate with		in paper with scissors.	independently and	plan. Collaborate	ball skills.
		others to manage	Are increasingly		learning how to	with others to	
	Show a preference for a	large items.	able to use and	Show a preference for	use a knife and	manage large	Go up steps and
	dominant hand.		remember	a dominant hand.	fork.	items.	stairs, or climb up
		Continue to develop	sequences and				apparatus, using
		their movement,	patterns of		Show a preference	Use one-handed	alternate feet.
		balancing, riding	movements which		for a dominant	tools and	
					hand.	equipment, for	

Li	Use some of their print	(scooters, trikes and bikes) and ball skills. Engage in extended	are related to music and rhythm. Understand the five	Develop their	Make healthy choices about food. Use some of their	example, making snips in paper with scissors. Understand the	Start taking part in some group activities which they make up for themselves, or in teams. Use some of their
te ra	and letter knowledge in their early writing.	conversations about stories, learning new	key concepts about print:	phonological awareness, so that	print and letter knowledge in their	five key concepts about print.	print and letter knowledge in their
су	-tell an adult about the marks they make	vocabulary. Develop their	-print has meaning -the names of the different parts of a	they can spot and suggest rhymes and experience and	early writing. Develop their	Engage in extended	early writing. For example: writing a pretend shopping
	Develop their phonological awareness: -Join in with nursery rhymes -Sing some nursery	phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking	book Use some of their print and letter knowledge in their	appreciate rhythm. Understand the five key concepts about print:	phonological awareness, so that they can: -Distinguish between	conversations about stories, learning new vocabulary:	list that starts at the top of the page; write 'm' for mummy.
	rhymes independently	about sounds and spotting and	early writing.	-print has meaning -the names of the	environmental sounds., exploring	Use some of their print and letter	Write some or all their name.
	Discriminate between environmental sounds	suggesting rhymes	Write some or all their name. Develop their	different parts of a book -print can have different purposes	speech sounds, spot and suggest rhymes, recognise words with the	knowledge in their early writing. Write some or all	Write some letters accurately.
			phonological awareness.	Use some of their	<i>same initial sound.</i> Understand the	their name.	Understand the five key concepts about
				print and letter knowledge in their early writing	key concepts about print. (directionality of text)	Write some letters accurately	print: Develop their phonological awareness
М	Match and Sort:	Link numerals and	Shape:	Counting:	Sorting and	Number:	Measure:
at h	Begin to sort objects according to colour, size or shape.	amounts/ Counting: Recite numbers to 5 Show 'finger	Talk about and explore 2D shapes (for example,	Say one number for each item in order: 1,2,3,4,5.	Matching: Find and match objects which are	Fast recognition of up to 3 objects, without having to	Make comparisons between objects relating to size,
S	Link numerals and amounts/ Counting: Showing the right number of objects to	numbers' up to 5 when joining number songs and rhymes	circles, rectangles, and triangles) using informal and mathematical language: 'sides',	Know that the last number reached when counting a small set of objects tells you how	the same. Sort the same set of objects according to	count them. Compare quantities using language:	length, weight and capacity. <b>Pattern:</b> Notice and correct an error in a

match the numeral for 1	Showing the right	'corners'; 'straight',	many there are in	different criteria.	'more than',	repeating pattern.
and 2.	number of objects	'flat', 'round'.	total.	Shape:	'fewer than' Solve	Extend and create
Subitise small groups of	to match the	Pattern:	Linking numerals and	Talk about and	real world	ABAB patterns –
objects.	numeral for 1 and 2.	Talk about and	amounts:	explore 3D shapes	mathematical	stick, leaf, stick, leaf.
Recite numbers to 5	Subitise small	identifies the	Showing the right	using informal and	problems with	Talk about and
Begin to show 'finger	groups of objects.	patterns around	number of objects to	mathematical	numbers up to 5	identifies the
numbers' up to 5 when	Shape:	them.	match the numeral to	language: 'sides',	Showing the right	patterns around
joining number songs	Select shapes	Use informal	4.	'corners';	number of objects	them.
and rhymes	appropriately: flat	language like	Experiment with their	'straight', 'flat',	to match the	Number:
Measure	surfaces for building,	'pointy', 'spotty',	own symbols and	'round'. Link	numeral, up to 5	Showing the right
Make comparisons	a triangular prism	'blobs' etc.	marks as well as	numerals and	Measure:	number of objects
between objects relating	for a roof etc.	Counting:	numerals.	amounts/	Make comparisons	to match the
to size and length.	Notice and talk	Say one number for	Position and	Counting:	between objects	numeral up to 5
	about shapes in the	each item in order:	Direction:	Show 'finger	relating to weight	Begin to show
	environment.	1,2,3,4,5.	Describe a familiar	numbers' up to 5	and capacity.	'finger numbers' up
	Positional	Recite numbers	route.	when joining	Begin to describe a	to 5
	Language:	beyond 5	Discuss routes and	number songs and	sequence of	Compare quantities
	Understand position	Measure:	locations, using words	rhymes	events, real or	using language:
	through words alone	Make comparisons	like 'in front of' and	Say one number	fictional, using	'more than', 'fewer
	Measure	between objects	'behind'.	for each item in	words such as	than'
	Make comparisons	relating to size,	Pattern:	order: 1,2,3,4,5.	'first', 'then'	Solve real world
	between objects	length, weight and	Extend and create	Know that the last	Position and	mathematical
	relating to size.	capacity.	ABAB patterns – stick,	number reached	Direction:	problems with
			leaf, stick, leaf. Shape:	when counting a	Describe a familiar	numbers up to 5
			Talk about and explore	small set of	route using spatial	Experiment with
			3D shapes	objects tells you	words.	their own symbols
				how many there	Discuss routes and	and marks as well as
				are in total.	locations, using	numerals.
				Measure:	words like 'in front	
				Make comparisons	of' and 'behind'.	
				between objects:	Understand and	
				size, length,	use positional	
				weight and	language through	
				capacity.	words alone.	

К	Begin to make sense of	Use all their senses	Use all their senses	Explore and talk about	Plant seeds and	Use all their	Talk about what
n	their own life-story and	in hands-on	in hands-on	different forces they	care for growing	senses in hands-on	they see, using a
o	family's history.	exploration of	exploration of	can feel.	plants.	exploration of	wide vocabulary.
_		natural materials.	natural materials.			natural materials.	
w	Show interest in			Show interest in	Understand the		Know that there are
le	different occupations.	Explore collections	Talk about the	different occupations.	key features of the	Explore collections	different countries
d		of materials with	differences		life cycles.	of materials with	in the world and talk
	Continue to develop	similar and/or	between materials	Explore how things		similar and/or	about the
g	positive attitudes about	different properties.	and changes they	work.	Begin to	different	differences they
е	the differences between	Know that there are	notice.		understand the	properties.	have experienced or
а	people	different countries			need to respect		seen in photos.
n		in the world and talk	Continue to develop		and care for the	Talk about the	
		about the	positive attitudes		natural	differences	Understand the key
d		differences they	about the		environment and	between materials	features of the life
U		have experienced or	differences		all living things.	and changes they	cycle of a plant and
n		seen in photos.	between people.		0 0	notice.	an animal.
d					Show interest in		
					different	Talk about what	
er					occupations.	they see, using a	
st					occupations	wide vocabulary.	
а						mae vocabalary.	
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E x	Create closed shapes with continuous lines and begin to use these	Explore different materials freely.	Begin to develop complex stories using small world.	Create their own songs or improvise a song around one they	Explore colour and colour mixing.	Use drawing to represent ideas like movement or	Explore colour and colour-mixing.
pr es si	shapes to represent objects.	Develop their own ideas and then decide which	Remember and sing songs.	know. Play instruments with	Begin to develop complex stories using small world.	noise. Join different	Listen with increased attention to sounds.
v e A rt	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	materials to use to express them. Explore different textures.	Sing the pitch of a tone sung by another person.	increasing control to express their feelings and ideas. Make imaginative and	Make imaginative and complex 'small worlds' with blocks.	materials and explore different textures. Create closed	Respond to what they have heard, expressing their thoughts and feelings.
a n d D	Take part in simple pretend play	Begin to develop stories using small world equipment.	Sing the melodic shape Explore colour-mixing. Develop their own	complex 'small worlds.' Respond to what they have heard, expressing	Explore different materials freely. Develop their own ideas and then	shapes with continuous lines and use these shapes to represent objects.	Draw with increasing complexity and detail.
es ig n		Make imaginative and complex 'small worlds.'	ideas and then decide which materials to use to express them.	their thoughts and feelings.	decide which materials to use to express them.	Draw with increasing complexity and detail.	Create closed shapes with continuous lines