

	<b>Autumn 1 Marvellous Me</b>	<b>Autumn 2 Bears</b>	<b>Autumn 3 Special Days</b>	<b>Spring 1 Toys</b>	<b>Spring 2 On the Farm</b>	<b>Summer 1 Once Upon a Time</b>	<b>Summer 2 All Creatures Great and Small</b>
<b>C o m m u n i c a t i o n a n d L a n g u a g e</b>	<p>Be able to talk about familiar books</p> <p>Sit and listen to a story.</p> <p>Answer simple questions about what they have heard.</p> <p>Develop their communication</p> <p>Speak in simple sentences.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Use a wider range of vocabulary.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Use a wider range of vocabulary.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play.</p> <p>Use longer sentences of four to six words.</p>	<p>Develop their communication, to talk about a past event but may continue to have problems with irregular tenses</p> <p>Use a wider range of vocabulary.</p> <p>Be able to talk about familiar books and be able to tell a long story.</p> <p>Use vocabulary in their play, that reflects their experiences of books.</p> <p>Sing a large repertoire of songs.</p>	<p>Understand 'why' questions.</p> <p>Be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>

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

		(scooters, trikes and bikes) and ball skills.	are related to music and rhythm.		Make healthy choices about food.	example, making snips in paper with scissors.	Start taking part in some group activities which they make up for themselves, or in teams.
<b>Li te ra cy</b>	<p>Use some of their print and letter knowledge in their early writing. -tell an adult about the marks they make</p> <p>Develop their phonological awareness: -Join in with nursery rhymes -Sing some nursery rhymes independently</p> <p>Discriminate between environmental sounds</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes</p>	<p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all their name.</p> <p>Develop their phonological awareness.</p>	<p>Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.</p> <p>Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes</p> <p>Use some of their print and letter knowledge in their early writing</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Develop their phonological awareness, so that they can: <i>-Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</i></p> <p>Understand the key concepts about print. (directionality of text)</p>	<p>Understand the five key concepts about print.</p> <p>Engage in extended conversations about stories, learning new vocabulary:</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all their name.</p> <p>Write some letters accurately</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all their name.</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print:</p> <p>Develop their phonological awareness</p>
<b>M a t h s</b>	<p><b>Match and Sort:</b> Begin to sort objects according to colour, size or shape.</p> <p><b>Link numerals and amounts/ Counting:</b> Showing the right number of objects to</p>	<p><b>Link numerals and amounts/ Counting:</b> Recite numbers to 5 Show 'finger numbers' up to 5 when joining number songs and rhymes</p>	<p><b>Shape:</b> Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides',</p>	<p><b>Counting:</b> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how</p>	<p><b>Sorting and Matching:</b> Find and match objects which are the same. Sort the same set of objects according to</p>	<p><b>Number:</b> Fast recognition of up to 3 objects, without having to count them. <b>Compare quantities using language:</b></p>	<p><b>Measure:</b> Make comparisons between objects relating to size, length, weight and capacity. <b>Pattern:</b> Notice and correct an error in a</p>

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

<p>K n o w l e d g e a n d U n d er st a n d i n g o f th e W o r ld</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycles.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>
--	--	--	--	--	--	--	--

<p>E x p r e s s i v e A r t a n d D e s i g n</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Take part in simple pretend play</p>	<p>Explore different materials freely.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different textures.</p> <p>Begin to develop stories using small world equipment.</p> <p>Make imaginative and complex 'small worlds.'</p>	<p>Begin to develop complex stories using small world.</p> <p>Remember and sing songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape Explore colour-mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make imaginative and complex 'small worlds.'</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Explore colour and colour mixing.</p> <p>Begin to develop complex stories using small world. Make imaginative and complex 'small worlds' with blocks.</p> <p>Explore different materials freely.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Use drawing to represent ideas like movement or noise.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p>	<p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Draw with increasing complexity and detail.</p> <p>Create closed shapes with continuous lines</p>
--	---	---	--	--	--	---	--