

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	<p>Become familiar with rhymes</p> <p>Adult support to develop communication through modelling language and tenses</p> <p>Use words to communicate</p> <p>Be able to express when they disagree with an adult or a friend, using actions.</p> <p>Develop confidence in talking to adults and friends.</p> <p>Adopt roles in play</p> <p>Become familiar with short stories</p> <p>Respond to simple questions with yes or no answer.</p>	<p>Know many rhymes</p> <p>Use short phrases to communicate</p> <p>Be able to express when they disagree with an adult or a friend, using simple words.</p> <p>Talk to adults or friends in the setting.</p> <p>Organise themselves and their play with adult support</p> <p>Enjoy listening to shorter stories</p> <p>Understand a question or instruction which has one part.</p> <p>Start to use new language from stories and play.</p>	<p>Be able to talk about familiar books.</p> <p>Use longer phrases</p> <p>Begin to use more complex words to express a point of view when they disagree with an adult or a friend</p> <p>Start to have a short conversation with an adult or peers.</p> <p>Begin to use talk to organise themselves and their play</p> <p>Enjoy listening to longer stories</p> <p>Begin to understand a question or instruction that has two parts</p>	<p>With adult support, tell a long story</p> <p>Start using sentences</p> <p>Be able to express a point of view when they disagree with an adult or a friend using words</p> <p>Start a conversation with an adult or a friend</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Enjoy listening to longer stories and can remember some of what happens</p> <p>Pay attention to more than one thing at a time</p>	<p>Tell a long story.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>Start using sentences of up to 4 words</p> <p>Begin to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</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</p>

	<p>Listen to new language in stories and play.</p> <p>Listen to a range of songs.</p>	<p>Starts to join in singing songs</p>	<p>Use new language independently in story telling and play. Confidently joins in singing songs with adults and peers using actions</p>	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p> <p>Begin to use new topic related vocabulary in the environment</p> <p>Be able to sing some songs from memory.</p>	<p>time even when it is difficult. Understand ‘what’ and ‘who’ questions</p> <p>Use some new vocabulary in different contexts.</p> <p>Sing a wide repertoire of songs</p>	<p>Understand ‘why’ and ‘where’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use a wider range of vocabulary</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PSED</p> <p>Personal, Social, Emotional Development</p>	<p>Engage in routines around snack time</p> <p>Show more confidence in new social situations</p> <p>Begin to understand how they are feeling</p> <p>Encouraged with adult modelling how to meet their own care needs eg using the toilet, washing</p>	<p>Name some fruit and vegetables</p> <p>Play with one or more other children in the setting.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>With support, talk about their feelings</p>	<p>Participate in a range of physical activity.</p> <p>With adult modelling, elaborate play ideas</p> <p>Talk about their feelings using words like ‘happy’ or ‘sad’</p> <p>Beginning to show increased independence in meeting their own care needs, eg brushing teeth</p>	<p>Know that milk, water, fruit and vegetables are healthy choices</p> <p>Elaborate play ideas when playing with others.</p> <p>Begin to understand how others might be feeling.</p> <p>Be increasingly independent in meeting their own</p>	<p>Begin to extend play ideas with adult support.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.</p> <p>Start to understand why rules are important</p> <p>Beginning to use talk as a strategy to solve conflicts</p>	<p>Know that they need to brush their teeth regularly</p> <p>Play with one or more other children, extending play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk with others to solve conflicts</p>

	<p>and drying their hands thoroughly.</p> <p>Awareness of rules and expectations inside and outside the classroom</p> <p>With support, select and use activities and resources, with help when needed.</p>	<p>Beginning to show increased independence in meeting their own care needs eg using the toilet, washing and drying their hands thoroughly.</p> <p>Increasingly follow rules.</p> <p>Modelled appropriate ways of being assertive.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Talk about membership of a community.</p>	<p>(link to people who help us – dentist, bring in toothpaste and toothbrush)</p> <p>Increasingly follow rules with few adult interventions Beginning to develop appropriate ways of being assertive.</p> <p>Achieve a goal which they have chosen</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>care needs eg brushing teeth</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Achieve a goal which is suggested to them.</p>	<p>With support, start to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Continue to develop their movement: riding (scooters, trikes and bikes)	Continue to develop their movement: ball skills  Stands on one leg and hold a pose for a	Begin to jump from 2 feet to 2 feet.  Increasingly able to use patterns of	Jump from 2 feet to 2 feet.  Increasingly able to use patterns of	Continue to develop their movement: balancing  Begin to jump from 2 feet to 1 foot.	Jump from 2 feet to 1 foot.  Start taking part in some group activities

	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Developing holding a balance by standing on one leg</p> <p>Start to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Starting to be able to use patterns of movement Develop skills of walking, running and crawling.</p> <p>Explore the resources available in the environment and how they are used.</p> <p>Begin to explore mark making inside and outside the environment.</p>	<p>game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use patterns of movements</p> <p>With support, match their developing physical skills to tasks and activities in the setting. 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 adult support and modelling, collaborating with others to manage large items, such as moving a long plank</p>	<p>movements which are related to music</p> <p>Begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p>	<p>movements which are related to rhythm.</p> <p>Increasingly match their developing physical skills to tasks and activities in the setting.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Begin to show good control while holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example putting coats on.</p>	<p>Start taking part in team activities</p> <p>Starting to be able to remember sequences related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Making snips in eg spaghetti with scissors.</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Begin to zip coats up after modelling and support from adult.</p>	<p>which they make up for themselves</p> <p>Increasingly able to remember sequences related to music and rhythm.</p> <p>Use 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 Be increasingly independent as they get dressed and undressed, for example doing up zips on coats.</p>
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		<p>safely, carrying large hollow blocks.</p> <p>Explore mark making inside and outside the environment with signs of showing a dominant hand.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Begin to mark make in the indoor and outdoor environments</p> <p>Introduce books during story times and in the environment.</p> <p>Learn vocabulary linked to stories Count or clap syllables in names with adult modelling.</p> <p>Listen to rhymes in the setting</p>	<p>Develop mark making</p> <p>Begin to use writing implements to mark make</p> <p>Understand the names of the different parts of a book – front and back</p> <p>Understands how to read a book the right way up.</p> <p>Engage with familiar stories anticipating events.</p> <p>Count or clap syllables in names with adult support</p>	<p>Start to use some of their print (symbols) in their early writing for example: writing a pretend shopping list that starts at the top of the page</p> <p>Use symbols and pictures to recognise their name</p> <p>Understand the names of the different parts of a book – spine and title</p> <p>Understand page sequencing</p> <p>Name some of the ways print is used</p>	<p>Use some of their print (symbols) in their early writing and in a wider range of contexts.</p> <p>Recognise their name</p> <p>Start to understand print can have different purposes.</p> <p>Start to recognise that print has meaning</p> <p>Use new vocabulary in conversations</p> <p>Develop their phonological awareness, so that</p>	<p>Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p> <p>Recognise and begin to name letters</p> <p>Start writing their name with support</p> <p>Begin to write some letters accurately</p> <p>Start to understand we read English text from left to right and from top to bottom</p>	<p>Use letters to write the initial letter sound eg write 'm' for mummy</p> <p>Start to use some of their letter knowledge in their early writing</p> <p>Recognise their name in different contexts</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>Understand we read English text from left to right and from top to bottom</p>

		Join in with repetitive and familiar rhymes	inside and outside the environment.  Use new vocabulary in role play supported by an adult  Develop their phonological awareness, so that they can count or clap syllables in any word with adult support  Suggest rhymes learnt in class.	they can count or clap syllables in a word  Recite familiar rhymes learnt by heart	Understand print can have different purposes.  Understand that print has meaning.  Engage in extended conversations about stories, learning new vocabulary.  Begin to orally blend sounds in words  Develop their phonological awareness, so that they can spot rhymes.	Begin to orally segment sounds in words  Develop their phonological awareness, so that they can spot and suggest rhymes
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 1.  Say one number for each item in order: 1,2,3	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 2.  Say one number for each item in order: 1,2,3,4	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.  Say one number for each item in order: 1,2,3,4,5	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.  Know that the last number reached when counting a small	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Start to compare quantities using adult modelled language:	Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: 'more than', 'fewer than'

<p>Show 'finger numbers' up to 3.</p> <p>Recite numbers up to 3.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Learn vocabulary relating to size.</p> <p>With support, use words such as first, then etc</p>	<p>Show 'finger numbers' up to 4.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (up to 3)</p> <p>Recite numbers up to 4.</p> <p>Develop fast recognition of up to 2 objects, without having to count them individually</p> <p>Identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Use words like 'in front of' and 'behind'</p>	<p>Show 'finger numbers' up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (up to 4)</p> <p>Recite numbers up to 5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Talk about 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'</p>	<p>set of objects tells you how many there are in total (up to 5)</p> <p>Recite numbers past 5.</p> <p>Explore ABAB patterns – stick, leaf, stick, leaf.</p> <p>Discuss routes using words like 'in front of' and 'behind' with adult support</p> <p>Explore and name 3D shapes</p> <p>Select shapes appropriately: flat surfaces for building eg a tower</p> <p>Make comparisons between objects relating to length.</p> <p>Understand position through words alone – for example, "The bag is under the</p>	<p>'more than', 'fewer than'</p> <p>Extend ABAB patterns – stick, leaf, stick, leaf.</p> <p>Describe a familiar route using adult support modelling vocabulary</p> <p>Discuss locations using words like 'in front of' and 'behind' with adult support</p> <p>Talk about 3D shapes (for example cuboids) using informal and mathematical language: 'straight', 'flat', 'round'.</p> <p>Investigate properties of 3D shapes which make them suitable for building</p> <p>Learn vocabulary relating to weight and capacity.</p>	<p>Notice and correct an error in a repeating pattern.</p> <p>Create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately eg a triangular prism for a roof, etc.</p> <p>Make comparisons between objects relating to weight and capacity.</p>
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		<p>in the context of eg the line.</p> <p>With support, combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Explore and name 2D shapes</p> <p>Make comparisons between objects relating to size</p> <p>Introduce vocabulary related to position</p> <p>Sequence of events, real or fictional, using pictures</p>	<p>Learn vocabulary relating to length.</p> <p>Begin to understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>table,” – with no pointing.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p>Exposure to a variety of toys in the indoor and outdoor environments.</p> <p>Become familiar with peers and adults in the setting</p>	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Exposed to different occupations</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about what they see using some vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment</p>	<p>Explore how things work.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Can talk about the differences between countries they have experienced or seen in photos.</p>

	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for and all living things.</p> <p>Talk about the differences between materials</p>	<p>Develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world</p> <p>Explore collections of materials with similar properties.</p> <p>Talk about what they see in the environment.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Is beginning to talk about the differences between countries they have experienced or seen in photos.</p> <p>Explore collections of materials with different properties.</p> <p>Start to use new vocabulary when talking about what they see.</p> <p>Model and talk about the need to respect and care for the natural environment</p> <p>Explore different forces they can feel.</p>	<p>Plant seeds and care for growing plants</p> <p>Understands the key features of the life cycle of a plant and an animal.</p>		<p>Talks about different forces they can feel.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>Begin to make stories with peers using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Respond to what they have heard, expressing their thoughts</p> <p>Begin to develop stories with peers</p>	<p>Respond to what they have heard, expressing their feelings.</p> <p>Begin to develop complex stories using</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p>	<p>Improvise a song around one they know.</p> <p>With support, show different emotions in their drawings and</p>	<p>Create their own songs around one they know.</p> <p>Show different emotions in their drawings and</p>

	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Play instruments to express their feelings and ideas.</p> <p>Recognise and sing familiar songs.</p> <p>Introduced to the melodic shape (moving melody, such as up and down,</p>	<p>using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures.</p> <p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Start to sing familiar songs.</p>	<p>small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Start to remember much of familiar song. Start to sing the pitch of a tone sung by another person ('pitch match')</p> <p>Draw with increasing complexity</p> <p>Explore colour-mixing using primary colours.</p>	<p>Explore colour and colour-mixing using names of secondary colours.</p>	<p>paintings, like happiness, sadness, fear, etc.</p>	<p>paintings, like happiness, sadness, fear, etc.</p>
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	<p>down and up) of familiar songs.</p> <p>Draw with some detail, such as representing a face with a circle</p> <p>Create closed shapes with continuous lines</p> <p>Introduce names of colours</p>	<p>Explore pitch through song</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Draw with increasing detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colours</p>				
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