

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Themes	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
	I can listen to simple stories and understand what is going on, with the help of the pictures. I can join in with familiar rhymes. I can use everyday words to talk about myself and people I know. I can identify familiar objects for adults when they are described. For example "blue car"	I can join in with repeated refrains. I can talk about celebrations at home. I can follow a simple 2 part instruction.	I can listen to longer stories with increasing attention. I am beginning to use a wide range of vocabulary in the correct context. I can talk in short sentences that others can understand. I can follow simple a 2 part instructions and respond to questions appropriately.	I can listen to stories and retain key vocabulary. I am learning new words rapidly and using them in my play. I can sing many rhymes, can talk about familiar books, and be able to tell a long story. I am beginning to understand and ask why and how questions for example why do we need to water the plants?	I can answer questions and share my opinions with the class. I can talk about the setting, characters and the structure of the story and use connectives such as once upon a time and then. I can initiate and engage in back and forth conversations with adults and peers. I can use talk to organise play for example "Let's go on a bus... you sit there...I will be the driver."	I can sing a large repertoire. I Can use longer sentences of four to six words. I can understand and answer why and how questions. I can tell a familiar story using story map. I can focus on an activity for 10/15 minutes. I can talk about thoughts even when they disagree and can discuss this using words and actions.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social and emotional development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage					

	personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Themes	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
	I can separate from my carer with support. I can form a bond with staff, play parallel, observing others and copying ideas. I can talk about what makes me happy, sad, angry or scared. I can say where I want to play.	I am becoming more outgoing with other adults in the setting. I am beginning to form friendships with other children. I can locate and bring additional resources to activities.	I can follow rules with simple verbal prompts or visual reminders. I can take turns with verbal prompts from adults to pass over equipment. I can choose and locate the resources I need to achieve a goal. I can play with one or more other children, extending and elaborating play ideas.	I am beginning to take turns spontaneously. I can join in with simple discussions with an adult about how to make things fair. I can talk about my feelings using words such as happy, sad, angry. I am beginning to understand how others might be feeling and talk with others to resolve conflict.	I can follow most rules and routines without constant adult reminders. I can listen and talk to special visitors to the setting. I can accept simple resolutions suggested by an adult and move on with play. I can use self calming spontaneously. I can talk about the emotions of story characters and friends.	I can articulate simple rules to other children. I can use a range of adjectives to describe feelings of friends and characters in books and films. I can spontaneously carry out a job for others in the group, like putting shared toys away or finding the lost shoe! I can take a role in domestic play and speak from another point of view. I can find solutions to quarrels.
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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
Fine motor Daily access to fine motor activities in	I can hold a pencil (fisted/digital grip) to make marks.	I can fit the pieces of a puzzle together.	I can use one handed tools and equipment eg making snips in paper using scissors.	I can trace/copy marks. I am developing my pencil grip. Tripod grip.	I can hold a pen and pencils with a comfortable grip and show good control.	I can write some or all the letters from my name.

provision and adult led movement sessions	I can turn the pages in a book. I am starting to put my coat on my peg. I can join in with Finger gym activities to help strengthen our muscles. I will explore Malleable play e.g. dough, shaving foam, gloop etc.	I can pick up small objects using a fine pincer grasp. I can take off and put on my own coat. I can use a fork to eat my dinner.	I can use tweezers. I can use tools effectively in playdough (eg: cutters/rollers) I can take off and put on my own shoes (not laces) I am developing my pencil grip. Palmer.		I can do up large buttons.	I can use scissors to make cuts along a page. I can eat my dinner with a knife and fork
Gross motor	I can follow rules and routines in ring games. I can kick, roll and collect a ball. I can use large movements to wave flags and streamers, paint and make marks. I can go up steps and stairs.	I can use the toilet independently. I can experiment with different ways of moving eg crawling through a small space, walking across a plank.	I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I can climb up the climbing frame independently I am able to squiggle with my flappers. I am beginning to make marks from my squiggle dance	I can take part in some group activities that I make up myself or in teams. I can work with others to safely move large items such long planks and large blocks. I can talk about healthy food, activities and tooth brushing	I can make healthy choices in relation to food, drink, exercise and tooth brushing. I can dress and undress independently.	I can use and remember sequences and patterns of movements which are related to music and rhythm. I can choose the correct resources to do a challenge safely. I can make the squiggle marks independently.

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Theme	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
Book focus	Feelings - Libby Walden	The way back home	The three little pigs (Primary writing project)	The hungry caterpillar (Primary writing project)	Please don't chat to the bus driver (Primary writing project)	Dear zoo (Primary writing project)
Primary writing project/shared reading.	We are family- Patricia hegarty	Aliens love underpants	Jack and the bean stalk	When will it be spring?	The naughty bus	
	Peace at last- Jill Murphy	What are the stars?	Lunar animal story	Easter story	The runaway train	
	My Body- Jill McDonald	What is the moon?	Mr Wolf pancakes		The big book of transport	
	What's in the witches kitchen- Nick Sharratt	The first Christmas				
	Room on the broom- Julia Donaldson	Santa has a busy night				
Talking time texts	We're going on a bear hunt- Michael Rosen	Whatever next- Jill Murphy	The three little wolves and the big bad pig.	Lulu's garden	Train ride Mr Gumpys motor car	Goodnight gorilla Honey and the bee

	After the storm- Nick Butterworth The leaf thief-Alice Hemming Autumn non fiction	You choose in space Winter- Non-fiction One snowy night- Nick Butterworth	The great fairytale disaster Each peach pear plum	Jaspers beanstalk Don't wake the bear hare. We're going on an egg hunt.	Duck and the truck Tooth brushing.	
Comprehension- developing a love for reading	I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme.	I can identify myself in a story and show enjoyment for stories about familiar people. I can hold a book, turn the pages and indicate an understanding of pictures and print.	I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment.	I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story.	I can talk about events and characters in a book. I can suggest how a story might end	I can describe main story settings, events and principal characters. I can tell a story to friends.
Word reading/phonics	songs/rhymes/stories I can join in with rhymes and stories	Songs/rhymes/ Stories/ Sound awareness Games I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds	Sound awareness games/initial sound games. I can understand that print has meaning I can hold a book the right way up and turn pages by myself	Songs/rhymes/ Stories/ Sound awareness Games I know that print can have different purposes I know the names of the different parts of a book	Initial sound games I know that we read English text from left to right and from top to bottom . I can identify signs and symbols in the environment and recall what they mean. I can ascribe meaning to other marks, like on signage	RWI Set 1 -I can spot and suggest rhymes - count or clap syllables in a word - I can recognise words with the same initial sound, such as money and mother
Writing	I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting.	I can use a range of tools to make marks and show an interest in my own marks and other marks.	I can make connections between my actions and the marks being made. I ascribe meaning to my marks	I can distinguish between the different marks I make.	I can identify sounds from my own name in other words.	I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that

	- I can make connections between my actions and the marks being made.			I can tell an adult what my marks mean I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. - I can copy shapes, letter and pictures.	I can write the first sound in my name	starts at the top of the page; write 'm' for mummy. - I can write some letters accurately I can write some or all of my name.
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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes					
Theme	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
Focus	Colour Sorting Rote counting Number rhymes	Numbers to 3- a week on each number Counting objects to 3- cardinal principle Matching numeral to amount to 3 Comparing more/less Subitising to 3 Counting out 3	Shapes- selecting, naming, describing, combining 2D shapes My day- describing a familiar routine Size-Comparing short/tall, Heavy/light, Full/empty Daily counting	Numbers 4 and 5 week number each week 1:1 correspondence- Matching to numerals Subitising to 5 Counting out 5	Positional language- introduce, understand and use Pattern- identify patterns-spotty, stripy Describe, finish then create AB patterns Daily counting	Numbers beyond 5 Subitising Real world maths problems- number bonds, exploring how numbers can be made 1 more/1 less
I can statements	I can recognise and name colours. I can sort objects using one simple criteria.	I can recite number names in order to 5. I can say one number name for each item in order to 3.	I can talk about a familiar routine for example getting ready for school/bed.	I can use number names to ten. I can say one number for each item up to 5.	I can use positional language such as in front, behind, underneath.	I can link numerals and amounts to 5. I can show finger numbers up to five.

	I can recite some number names in order. I can show interest in and join in with number rhymes.	I can compare 2 groups of objects and say which one has more.	I can name and select some 2D shapes. I can talk about the size of an object using some mathematical language such as big/small, short/long. I can bring one or two objects to an adult when asked.	I can link some numbers to quantities. I know that the last number reached when counting objects is how many in total.	I can extend, create and correct a simple ABABAB pattern. I know that the last number reached when counting objects is how many in total. I have fast recognition of three objects	I have fast recognition of objects to 3. I can solve real world problems for example adding one more or taking one away when asked. I can represent numbers using marks.
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Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Theme	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
The natural world (SCIENCE- Key experiences and learning)	I can name parts of my body. I can name the 4 main part of the human life cycle- baby, child, adult, elderly. I can talk about what I can see, smell, taste, touch and hear.	I can talk about what I see in the sky at night time. I know that astronauts need a rocket to get to space. I know that the moon changes shape. I know I live on planet Earth.	Huff and puff tests. I can predict and test which objects I will be able to blow over. I can predict and test which constructions resources will make the strongest house.	I can show care and concern for the bugs I find the garden. I can name and order the different parts of the caterpillars life cycle- egg, caterpillar, cocoon, butterfly. I can follow instructions to plant my own bean.	I can name the different forms of transport I see on my traffic survey. I can say if a material floats or sinks. I will explore push and pull force. I will explore different ways to build ramps for the vehicles.	I can talk about how to care for a pet dog. I know how to help care for the world around me such as not littering/recycling my rubbish. I can take part in sport activities and talk about how these are good for my body.

	I can talk about how and why I brush my teeth.	I can talk about how the outdoor area is changing as the winter develops. Making Christmas biscuits. I can explore what happens when chocolate heats and melts	I Can talk about what happens when the pizza dough rises.	I can talk about what the bean will need to grow. I know they need water and sun to grow. I can name and identify some signs of spring.	I can talk about how to keep my teeth healthy.	I can make a healthy snack. I can take part in sport activities and talk about how these are good for my body. I can identify and name some signs of summer.
Past and present HISTORY focus- key learning and experience.	I can talk about past events- how they are celebrate Halloween or bonfire night.	I know that remembrance day is linked to a past event. I know that the Christmas story is from a bible story from the past. I can talk about past event such as how I celebrate Christmas.	I can talk about personal experiences using past vocabulary eg what I did over the holidays. I know that the Lunar new year story is a story from the past	I can talk about how the caterpillar changes over time. I can talk about how the bean changes over time. I can talk about the garden has changed over time from winter to spring. I know the easter story is a story from the past in the bible.	I can talk about my own experiences of taking the bus/train. I can look at photos of old fashioned transport and talk about what is different.	I can use past tense vocabulary to recap our trip to the farm. First, next, after that.
People, culture and communities GEOGRAPHY focus key learning and experiences.	I can look at photos of my local community and describe and name what I see eg Shop, bus stop, school, salon.	I will explore how people celebrate Diwali around the world. I will explore how people celebrate Christmas in a different country.	I can look at photographs of houses from around the world and talk about how they are same/different to my house. I can talk about different ways people	I can explore the outdoor area and observe the different plants that grow/signs of new life. I can talk about the natural features in the immediate environment eg trees, pond, shoots.	I can use language such as in front, behind, next to describe routes. I can draw a basic map to show where the naughty bus goes. I can look at transport from other countries and talk about the how	I can name different animals habitats. Jungle, river, savannah. I will look at photos and videos of animals in their natural habitats.

			celebrate lunar new year.		they are the same or different to the transport I use in England.	
People, culture and communities RE focus- Key learning and experience.	I can talk about who lives in my house. I will explore how to celebrate Halloween and bonfire night.	I will explore how people celebrate Diwali. I am beginning to understand parts of the Christmas story. I am able to follow a simple story map to retell parts of the Christmas story.	I can talk about how people celebrate lunar new year. I know that the bible is a special book for Christians and contains stories about Jesus.	I know that the Easter story is a Story from the bible. I can talk about how we celebrate Easter.	I can talk about different jobs which use a specific form of transport.	I will learn about the job a zoo keeper/farmer does. I can talk about how we celebrate fathers day.
Computing learning opportunities across the year.	• Begin using interactive whiteboard games during whole class sessions. • On tapestry parents will be asked to send weekend news, these will be shared on the whiteboard/tablet with the children • Opportunities for children to use ipads to take photos throughout the year ie When we go on a colour hunt, bug hunt, road safety walk. • As the year progresses children to independently use interactive games they have used in whole class sessions. • Children to know that they need to use the board safely ie not standing on the wheels. • Opportunities for the children to use remote control cars. • Opportunities for children to work with an adult to engage in age appropriate apps on the tablet ie counting/mark making games. Discussions about working with an adult to stay safe online.					

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Expressive arts and design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
Theme	Marvellous me	Out of this world	Traditional tales	Growing	Ready, steady, go	Amazing animals
Creating with materials (Art)	I can recognise and name colours.	I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me'	I can use different construction and collage resources to build different houses for the three little pigs	I can do an observational drawing of a plant. I can use resources to make an Easter card.	I can use the large scale resources (planks, crates, wheels, chairs, material) to build different forms of transport. I can use junk modelling to make a specific form of transport from our big book of transport book.	I can use clay to make a character from dear zoo. I can use paint to draw paint animals from dear zoo. I can talk about the patterns I can see such as stripes, spots, feathers.
Creating with materials (DT)	I can use various construction materials I can manipulate play dough (roll, knead)	I can join different materials and explore different textures	I can explore how to make the 3 little pigs houses stronger by using different materials. I can talk about the best way to join materials. I am beginning to use junk modelling for an intended purpose.	I can draw a design for a plant pot. With support I can mould a plant pot using clay and paint it. I know I need to wash my hands before cooking. I can follow simple instructions to make chocolate nests and Easter bunny biscuits. I can talk about what I am creating.	I can use resources to make a boat- apple boat/noodle boat. I can develop my own ideas and then decide which materials to use to express them.	I can use clay to make a character from dear zoo. I can use paint to draw paint animals from dear zoo. I can talk about the patterns I can see such as stripes, spots, feathers.
Being imaginative and expressive Music	I can join in with actions of songs. I can sing our 6 focus songs from our song bag with adult prompts and action.		I can explore pitch, dynamics and tempo (high/low/loud/quiet) I can identify and match an instrumental sound.		I can follow a steady beat. I can play instruments with increasing control to express my feelings and ideas.	

	Explore different instruments during song time.	I can copy simple repeated beat. I can respond differently to fast and slow songs	I can sing 8 Nursery rhymes off by heart. Explore different instruments during song time.
Being imaginative and expressive Roleplay	Roleplay areas/resources updated in line with current topics and children's interest Small worlds inside and out changed weekly linked to topics and children's interests.		