

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 1	Me and My Family!	Year 1	Weather	Year 1	Food	Year 1	Growing	Year 1	Mini-Beasts	Year 1	Traditional Tales
Year 2	Rhyme Time	Year 2	Light & Dark	Year 2	Toys	Year 2	Homes	Year 2	Where We Live!	Year 2	Journeys

Start to use words and simple sentences to communicate (CG)	Sit and listen for a short period of time e.g. storytime (CG)	Use a wider range of vocabulary. (CG)	Begin to use extended sentence using connective such as 'and' and 'because' (CG)	Take turn in a simple conversation, waiting until it is their turn to talk (CG)	Begin to use clear sentences when talking to others (CG)
Begin to understand and act on simple instructions (CG)	Begin to take turns to talk (CG)	Begin to understand a basic question and answer appropriately (what/ when) (CG)	Listen to longer stories and can answer questions about them (CG)	To listen to a question linked to a particular theme and respond appropriately (CG)	To begin to understand 'how' and 'why' questions and answer appropriately (CG)

To separate confidently from their adult (CG)	Begin to show some independence with toileting and basic hygiene (CG)	Begin to listen to what is said and respond to others (CG)	To select and use activities independently and appropriately (CG)	Become more independent in their self-care (CG)	Begin to talk to others about their feelings (CG)
Start to show some independence with clothes (CG)	Begin to follow basic rules and routines with some help (CG)	Begin to take turns with others with some support (CG)	Develop friendships and play with a range of children (CG)	Begin to follow rules without support (CG)	Begin to talk to others to solve a problem or resolve a conflict (CG)
Become more aware of their environment and activities which interest them (CG)	Begin to share toys and activities with others with some adult support (CG)			Begin to show a range of emotions such as happy, excited or sad (CG)	Start to make healthy choices in regards to eating and exercise (CG)

By the end of Nursery, children who are at a typical level of development will be able to:

Self-regulation - select and use activities and resources very little help and enjoy the responsibility of carrying out a small task. They are more outgoing towards other unfamiliar and in new social situations. They talk with increasing confidence towards other children whilst playing, and will communicate freely about their own homes and communities. They are pleased to welcome and value praise for what they have done and show increasing confidence in asking adults for help.

Managing-self - show an awareness of their own feelings and know that some actions and words can hurt others. They are beginning to accept the needs of other children and take turns sharing. They can usually tolerate delay and are beginning to understand that their wishes cannot always be met. They are beginning to adapt their behaviour to different events, social situations and changes in their own routines.

Building relationships - demonstrate friendly behaviour, initiate conversations and are forming good relationships with peers and familiar adults. They play in small groups building up role-play activities with others. They are beginning to initiate play, keeping play going by what others are saying or doing. They are starting to offer cues for peers to join in their play.

Physical Development  Children improve their gross and fine motor skills through PE sessions (indoors), access to the outdoor balancing & climbing equipment (field) by engaging in classroom based activities such as threading, cutting, weaving, playdough, large mark making, construction, drawing, have a go writing sessions, Dough Disco & Funky Fingers activities Alongside these core skills we follow the Get Set 4 Education Planning which includes Introduction into PE, Fundamental Skills, Gymnastics, Dance, Games, Ball Skills	Begin to run and stop (CG) Begin to use scooters and trikes (CG) Begin to climb steps, and balance with some support (CG) Access activities which involves using pincer grip/ nippy fingers such as beads, bricks, mark-making equipment etc (CG)	Begin to develop their gross motor skills and can move in different ways (CG) Begin to use more control when picking up and using small equipment such as beads, bricks, mark-making equipment etc (CG)	Begin to develop manipulation and control when using large equipment (CG) Begin to develop manipulation and control when using smaller equipment (CG)	Show more confidence and control when using balancing and climbing equipment (CG) Begin to move in different ways- walking, jumping, hopping, crawling etc (CG) Use their fine motor skills to pick up small items and use with developing control (CG)	Begin to move in different ways according to stimulus e.g. tempo of music (CG) Begin to show more control when holding one-handed equipment (CG)	Show a preference for a dominant hand. Use their large body movements with control to move in a variety of ways (CG) Begin to refine their fine motor skills and pincer grip, using good control (CG)
	PD By the end of Nursery, children who are at a typical level of development in their gross motor skills will be able to: Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. They are beginning to show control when throwing and catching a large ball. By the end of Nursery, children who are at a typical level of development in their fine motor skills will be able to: Begin to use a pincer grasp to pick up small objects. They are beginning to manipulate large connecting construction pieces to make a simple model. Use one handed tools and equipment for example making snips in paper with scissors. They use a comfortable pencil grip with good control when holding pens and pencils and show a preference for a dominant hand.					
Literacy 	Reading Show an interest in stories CG) Look at a picture book independently, holding it the correct way up (CG) Join in with some repeated phrases e.g. run , run as fast as you can etc (CG) Join in with action rhymes (CG) Writing Begin to develop strength in their fingers through activities such as funky fingers and dough disco (CG) Begin to develop manipulation and control when using smaller equipment (CG) Phonics Begin to listen to sounds within the environment (CG) Begin to say what they hear (CG)	Reading Adds missing phrases from a rhyme (CG) Shares a book with a friend or small group (CG) Writing Begin to show more control when holding one-handed equipment(CG) Begin to refine their fine motor skills and pincer grip, using good control (CG) Phonics Begin to identify an environmental sound (CG) Begin to identify a sound linked to a musical instrument (CG) Begin to copy a series of sounds e.g. clapping, instrument etc (CG)	Reading Begin to say what is happening in a story by using picture clues (CG) Begin to show some acknowledgement of print in the environment (CG) Writing Enjoys mark-making and drawing freely (CG) Make lines, circle and other marks (CG) Distinguish between the different marks they make (CG) Phonics Show an interest in rhyming stories (CG) Begin to join in when clapping syllables in a word (CG)	Reading Begin to recognise logos and their own written name (CG) Begin to remember some of a story and retell with some sequencing (CG) Writing Sometimes gives meaning to their drawings (CG) Begin to imitate writing using stick shapes and symbols (CG) Use some letter like shapes when attempting to write their name (CG) Phonics Clap syllables in a word)CG) Begin to join in and say rhyming words(CG)	Reading Make comments about a book or story (CG) Begin to answer simple questions relating to a story (CG) Writing Begin to copy then independently write their own name (CG) Mark-make using some familiar letters (CG) Phonics Begin to understand when 2 words rhyme (CG) Begin to recognise and say the first sound in their name CG)	Reading Begin to retell a familiar story (CG) Begin to show an awareness of the structure of a story (CG) Anticipate what might happen in a story CG) Writing Begin to develop a comfortable and appropriate pencil grip (CG) Write their own name independently (CG) Form some letters correctly (CG) Phonics Begin to sort items into groups with the same initial sound (CG) Begin to say the initial sound of an item or word (CG) Begin to identify a rhyming pair CG)
	Reading: I understand five important things about print: • print has meaning; • print can have different purposes; • we read English text from left to right and from top to bottom; • the names of the different parts of a book; • we read pages in story books one at a time. Writing: I can write some or all of my name using some recognisable letters.					

Possible Book Focus	Cycle 1: Every Family is Different Cycle 2: Duck in a Truck	Cycle 1: A Tiny Seed Cycle 2: Owl Babies	Cycle 1: Handa's Surprise Cycle 2: Robot Dog	Cycle 1: The Very Hungry Caterpillar Cycle 2: The Three Little Pigs	Cycle 1: Spinderella Cycle 2: Here We Are	Cycle 1: Goldilocks & The Three Bears Cycle 2: The Train Ride
Mathematics 	Count Begin to join in with finger rhymes and counting songs (CG) Begin to join in counting everyday objects with adult support (CG) Recite number names in the correct order through songs, chants and rhymes (CG) Shape, size, pattern Talk about 2-dimentional shapes, sometimes using correct name (CG) Begin to understand some positional language (CG) Begin to use some positional language (CG)	Count Begin to use 1-1 correspondence when counting a small number of objects with support (CG) Start to count a small amount of objects in a regular arrangement (CG) Start to show numbers on fingers with support (CG) Shape, size, pattern Make comparisons between 2 different sizes (CG) Make comparisons between 2 different weights (CG) Make comparisons between 2 different amounts (capacity) (CG)	Count Notice when an amount changes (CG) Link numbers and amount up to 5 with support (CG) Fast recognition of amounts of up to 3 objects (subitising) (CG) Shape, size, pattern Select an appropriate shape (CG) Combine shapes to make a new shape (CG)	Count Independently count 5 objects pointing to each object as they count (1-1) correspondence) (CG) Count past 5 (CG) Know that the last number counted is the total amount (CG) Shape, size, pattern Talk about different patterns (CG) Recreate a pattern (CG)	Count Show fingers up to 5 (CG) Independently link number and amount up to 5 (CG) Experiment with making marks to represent a number (CG) Shape, size, pattern Continue a pattern (CG) Notice mistakes in patterns (CG)	Count Begin to solve a number problem up to 5 (CG) Compare quantities up to 5 using term 'more' or 'less' (CG) Compare and match amounts (CG) Shape, size, pattern Describe a sequence of events (CG) Talk about some 3-dimentional shapes using correct name (CG)
	Maths: <i>can say one number for each item in order: 1,2,3,4,5.</i> <i>know that the last number I reach when counting a small set of objects tells me how many there are in total</i> <i>show 'finger numbers' up to 5.</i> <i>match the correct numeral (number symbol) to the right amount, up to 5.</i>					
Understanding the World 	History Begin to talk about themselves (CG) Geography Begin to explore their immediate environment (CG) Science Explore different materials and talk about how they look and feel (CG) RE: People, Culture and Communities What makes people special? To begin to understand and talk about what makes our families unique and special. To begin to understand that we all have special friends and that everyone is special for different reasons. To begin to understand that a role model can be a person who can teach others how to do things, show us how to behave and treat others, and keep on trying when things are tricky. To begin to understand why Christians believe that Jesus is special. To begin to recognise that Jesus is a very special role model for Christians. To show an awareness that Moses is a role model for Jews who, they believe, was given 10 rules from God to show them how to live their lives well.	History Begin to say who is in their family (CG) Geography Begin to talk about places they have visited (CG) Science Begin to use different senses when investigating objects (CG) RE: People, Culture and Communities What is Christmas? To begin to understand the reason why we give presents at Christmas time. To know why we say thank you in different situations particularly when we receive a gift from others. To begin to understand 'The Christmas Story' is the reason why Christians celebrate Christmas every year. To begin to understand that 'The Nativity' is the story of the 'First Christmas' when Jesus was born. To show an understanding that Christmas is when Christians celebrate the birth of Jesus. ICT begin to show an interest in ICT (CG)	History Begin to talk about different life events (e.g. birthdays, holidays etc) (CG) Geography Begin to notice differences in different outdoor places (CG) Science Explore how different forces feel (CG) RE: People, Culture and Communities How do people celebrate? To begin to understand how we celebrate the start of the New Year and why it is important. To recognise that people have different beliefs and celebrate special times in different ways. To know some similarities and differences between different cultural traditions and customs in this country and around the world. i.e. The Chinese and Persian New Year, Holi. To develop an understanding of how the Chinese community celebrate the Chinese New Year in this country and around the world. To develop an understanding of how people celebrate the Persian New Year. To show an understanding of the traditions and customs linked to Holi (A Hindu Festival) ICT begin to show some basic skills	History Begin to listen when others talk about themselves and their families (CG) Geography Begin to describe a familiar route (e.g. route to hall/ playground/ home etc) (CG) Science Talk about how materials change when mixed or merged (CG) Notice obvious similarities and differences in objects (CG) RE: People, Culture and Communities What is Easter? To understand that Spring is a time of new beginnings and new life. To understand that Easter is a Christian celebration. To learn the 'Easter Story' and begin to understand why Easter is such an important time for Christians. To begin to understand the miracle of Jesus' death and resurrection at Easter. ICT Begin to show some basic skills when using technology (CG)	History Begin to recognise the sequence of time relating to 'age' - baby-toddler- child- teenager- adult etc (CG) Geography Know there are different places and countries around the world (CG) Science Plant seeds and care for plants (CG) Know what a plant needs to survive and flourish (CG) RE: People, Culture and Communities What can we learn from stories? To begin to understand what we can learn from stories. To understand that traditional Fable stories teach us important lessons. To listen and respond to stories from other cultures and talk about the lessons that they teach us. To understand that some stories from the bible teach us important lessons, and to know that these stories are called 'parables'. ICT Begin to use ICT to support learning with adult support (CG)	History Begin to recognise similarities and differences between themselves, their family members and those of their friends (CG) Geography Talk about how some places and countries similar or different from their own (CG) Science Begin to talk about and understand the life cycle of a plant (CG) Begin to talk about and understand the life cycle of an animal (CG) RE: People, Culture and Communities What makes places special? To understand what makes a home a special place. To recognise the similarities and differences between homes around the world. To understand what makes our world such a special place. To identify and talk about places and locations that are special to us. To understand that Church is a special place of worship for Christians.

	ICT begin to show an interest in ICT (CG)		when using technology (CG)			To understand the Mosques are a special place of worship for Muslims. To understand that Synagogues are a special place of worship for the Jewish community. ICT Begin to use ICT to support learning with adult support (CG)
	By the end of Nursery, children who are at a typical level of development in their understanding the world will be able to: Past and present- begin to make sense of their own life story and family history and remember and talk about events in their own life experiences. People, culture & communities- enjoy joining in with family customs and routines. Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends and family. They show some awareness that there are different countries in the world. The natural world- begin to talk about the natural world around them. They are beginning to understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design  Kapow Art Links Marvellous Marks Drawing Painting and Mixed Media Sculptures and 3D Creations Kapow DT Links Junk Modelling (structures) Food (food technology) Boats (structures)	Music Begin to join in with songs and rhymes (CG) Begin to show an interest in different musical instruments and how they sound (CG) Art Begin to explore different materials (CG) Start to use their own ideas when making and creating (CG) DT Begin to select and use resources with support to achieve a plan (CG) begin to use 1 handed tools and equipment (DT) Pretend play Start to take part pretend play (CG)	Music Begin to play an instrument loud and quiet when asked (CG) Art Begin to join different materials together (CG) Begin to explore different textures (CG) DT Begin to show an interest in how things work (CG) Begin to use blocks to make a model (CG) Pretend play Pretend that one object represents another (CG)	Music Begin to identify a simple instrument by its sound (CG) Art Begin to develop more control using one handed tools and small equipment (CG) DT Begin to use simple 'click' construction kits to make a model (DT) Pretend play Start to develop their pretend play using some role play language (CG)	Music Begin to talk about how different sounds are similar and different (CG) Art Begin to create a closed shape with a continuous line and use these shapes to represent objects (CG) begin to use a comfortable grip with some control (CG) DT Begin to explore and use different materials independently (DT) Pretend play Start to involve others in their play (CG)	Music Begin to remember and sing an entire song (CG) Begin to make up their own song or rhyme or change the lyrics of a familiar song or rhyme (CG) Art Begin to draw with more detail (CG) Use their drawing to represent an idea, movement or sound (CG) DT Begin to develop their own ideas on what they want to make (DT) Pretend play Start to involve others in their play (CG)	Music Begin to play a musical instrument correctly (CG) Begin to 'pitch match'-sing the pitch of a tone sung by another person (CG) Art Begin to show emotions in their drawings and paintings (CG) Begin to mix colours when painting (CG) DT Begin to select the correct materials for their project (DT) Pretend play Develop a storyline in their pretend play (CG)
	By the end of Nursery, children who are at a typical level of development in their creative development will be able to: Creating with materials- Beginning to explore colours and how colours can be changed. They can build using simple construction materials. They are beginning to use lines to enclose a space and begin to use drawings to represent actions and objects. Being imaginative- sing familiar songs and rhymes. Explore how sounds and movements can be changes. Enjoys moving to music. play alongside others who are engaged in the same theme. They can use available resources to support their play and engage in imaginative scenarios based on their own ideas or experiences.					