

Communication and Language	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	To begin to join in with some songs and Nursery Rhymes (even just with actions) To begin to change attention to follow a prop or prompt. Listen to short stories in a small group. Use some	To know some rhymes, begin to talk about familiar books. Enjoy listening to longer stories and remember some of what happened. Sing a larger repertoire of Nursery Rhymes and	To interact and negotiate with others. To show awareness of the listener. To follow direction. To be able to understand how to listen carefully and know why it is important.
Autumn 2: Our Wonderful World	single words to express their wants, needs and feelings. Recognise familiar objects to develop their vocabulary.	Songs. To use a wide range of vocabulary linked to interests, the world around them and quality texts. Understand a two-part question or instruction.	To listen to stories with increasing attention. To explore with sounds. To join in with repeated refrains. To begin to notice how stories are structured. To be able to talk with increasing confidence in small groups and to their teacher offering their own ideas.
Spring 1: Once upon a time...	Recognise familiar environmental sounds and say what they can hear. Listen to some longer stories and join in with some key words and phrases in familiar stories. Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.	Use longer sentences of 4 to 6 words. Use talk to organise themselves and their play eg. 'lets go on the bus, Ill be the driver. To know many rhymes, be able to talk about familiar books and tell a longer story. To begin to pay attention to more than one thing at a time.	To listen to stories with increasing attention and recall. To use past tense and present tense accurately. To be able to ask questions to find out more. To talk in sentences using conjunctions e.g. and, because.
Spring 2: Reach for the Stars	Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings. Use the speech sounds p,b,m,w		To respond to stories with increasing confidence. To imagine and recreate roles. To identify initial and final sounds. To sequence stories. To begin to understand how and why questions. To engage in non-fiction books and to use new

			vocabulary in different contexts.
<p>Summer 1: At the bottom of the garden...</p>	<p>To be able to shift to a different task if attention fully obtained. Listen and follow one step instructions. Listen and join in during circle times, taking a more active role in</p>	<p>Be able to express points of view and debate when they disagree with an adult or a friend using words as well actions. To be able to sit, listen and respond appropriately for a period of time</p>	<p>To extend vocabulary. To find information, identify characters and sequence stories. To be able to understand a question such as who, what, where, when, why and how.</p>
<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>participating. Know and sing a wide variety of Nursery Rhymes and songs.</p>	<p>appropriate for their age. To begin to use tenses in the correct context. Begin to pronounce more difficult sounds correctly (r,j,th,ch,sh).</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To be able to have conversations with adults and peers with back-and-forth exchanges. To use Phonics to spell. To recognise and read some common words.</p>

Physical Development	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	<i>Feeling secure and comfortable during nappy time. At snack time sitting together with peers. Sitting and walking independently. Begin to sit on a small bike and know how it is used. Showing an interest in exploring materials and tools.</i>	<i>To begin to independently use large outdoor equipment including bikes, scooters and climbing equipment. Gain confidence when going up and down stairs using alternate feet and when climbing on outdoor equipment and apparatus. Use large-muscle movements when painting, chalking or making marks. Use a range of one-handed tools and equipment with increasing control to do what they set out to do. Become more confident, competent and adaptive movers when choosing how to travel across and over balancing and climbing equipment.</i>	<i>To explore balance and manage own body, including manipulating small objects. To be able to stretch, reach and extend in a variety ways. To be able to control body and perform specific movements on command. Begin to use tripod grip when using mark making tools.</i>
Autumn 2: Our Wonderful World			<i>To show some understanding about keeping healthy. To recognise that actions can be produced in time to music. To explore beats and different speeds. To perform a variety of dance actions. To copy, repeat and perform simple movement patterns. To accurately draw lines, circles and shapes to draw pictures.</i>
Spring 1: Once upon a time...	<i>Showing an interest in Potty training. Sitting together for snack times and trying different tastes and textures. To gain control over their bodies through both indoor and outdoor play. Developing fine manipulative skills</i>	<i>To begin to transfer physical skills learnt in one context to another. Begin to recognise and talk about healthy food and drink choices. Use a range of tools for different purposes in order to carry out their own plan. Begin to</i>	<i>To develop confidence in fundamental movements. To experience jumping, sliding, rolling, moving over, under and on apparatus. To develop coordination and gross motor skills. To handle scissors, pencil and glue effectively.</i>

<p>Spring 2: Reach for the Stars</p>	<p>through using different objects and tools.</p>	<p>develop more control over a pencil, changing from palmer grasp to four finger grip when drawing lines and circles. Begin to eat independently learning how to use a knife and fork.</p>	<p>To control and manoeuvre a balance bike. To travel with some control and coordination. To change direction at speed through both choice and instruction. To perform actions demonstrating changes in speed. To able to use cutlery appropriately.</p>
<p>Summer 1: At the bottom of the garden...</p>	<p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat. Following snack time routines, making choices independently. To use large equipment, ride bikes and scooters with support. To be able to hold tools and objects using a palmer grasp comfortably.</p>	<p>Be increasingly independent as they get dressed and undressed. Be increasingly able to imitate, remember and initiate rhythmic sequences and patterns of movement. Collaborate with others to manage large items, moving them safely and sensibly and negotiating space to avoid obstacles. Begin to use a tripod grip to hold a pencil with good control to make more detailed drawings and when beginning to write recognisable letters from their name. Show a preference for a dominant hand. Understand and talk about why we need to wash our hands throughout the day.</p>	<p>To send and receive a variety of objects with different body parts. To work with others to control objects. To coordinate body parts such as hand-eye, foot-eye. Hold scissors correctly and cut out small shapes.</p>
<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>To be able to hold tools and objects using a palmer grasp comfortably.</p>	<p>Be increasingly independent as they get dressed and undressed. Be increasingly able to imitate, remember and initiate rhythmic sequences and patterns of movement. Collaborate with others to manage large items, moving them safely and sensibly and negotiating space to avoid obstacles. Begin to use a tripod grip to hold a pencil with good control to make more detailed drawings and when beginning to write recognisable letters from their name. Show a preference for a dominant hand. Understand and talk about why we need to wash our hands throughout the day.</p>	<p>To demonstrate ways to be healthy. Keeping fit, making/eating healthy food. To work with a partner to listen, share ideas, question and choose. To show simple skills using different apparatus, such as balls, hoops, rackets etc. To work as a team to compete in simple races and team games. To form letters correctly using a tripod grip.</p>

Personal, Social and Emotional Development	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period. With the support of a key person show an interest in play. Notice others around them. Build interactions through the interests of the child.	Begin to understand the rules and take part in routines of the day, sometimes with support. To begin to build positive relationships with new adults and peers. To begin to feel confident in asking an adult for help when needed. Select and use resources independently to achieve a goal they have chosen.	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities. To wash hands independently. To seek support from adults and gain confidence to speak to peers and adults.
Autumn 2: Our Wonderful World			To talk about how they are feeling and to consider others feelings. To understand the need to have rules. To begin to develop friendships.
Spring 1: Once upon a time...	To begin to find their own unique way of managing transitions. Begin to show confidence within their play. Play alongside their peers and developing friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. Begin to show an awareness of themselves. Using various props and resources.	Play with one or more children, extending and elaborating play. To develop their sense of belonging to the school community. Increasingly follow rules, understanding why they are important. Show increasing confidence when faced with a new experience. Begin to show sensitivity towards how others are feeling. Describe how characters might be feeling in stories.	To be able to focus during longer whole class lessons. To begin to show resilience and perseverance in the face of a challenge. To be able to use taught strategies to support turn taking.
Spring 2: Reach for the Stars			To identify and moderate their own feelings socially and emotionally. To develop independence when dressing and undressing. To listen to the ideas of other children and agree on a solution and compromise.
Summer 1: At the bottom of the garden...	To have developed a sense of assurance for example developing relationships with other adults and peers. Show independence within their play and making	To have established a group of one or more children they like to play with repeatedly. Talk with others to solve conflicts and be able to take turns in their play.	To be able to control their emotions using a range of techniques. To manage own basic needs independently. To dress independently. To work as a group.

<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play</p>	<p>Talk about their feelings, describing when they are happy, sad, worried, angry etc and begin to regulate their feelings knowing when they may need support to manage them. Show more confidence in new social situations.</p>	<p>To be able to have confidence to communicate with adults around the school. To follow instructions of three steps or more. To be able to show a 'can do' attitude. To understand the importance of healthy food choices.</p>
--	---	--	---

Reading	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families. To look at some non-fiction books related to	Independently select favourite books demonstrating positive reading behaviours including holding the book the correct way up, turning the pages one at a time and talking about the illustrations. Begin to	To begin to identify some initial sounds. To develop phonological awareness and hear the sounds in words. To independently look at books, holding them the correct way and turning the pages.
Autumn 2: Our Wonderful World	Topics in small groups e.g. Autumn, Christmas etc. To use a basic picture book and find information following a prompt. E.g. Where is the dog?	understand that print carries meaning, noticing and commenting on print in the environment and in books. Begin to develop phonological awareness by spotting and suggesting rhyme in stories, songs and when playing rhyming games. Recognise and distinguish between environmental sounds.	To segment and blend sounds together to read words. To begin to read words and simple captions. Engages and enjoys an increasing range of books.
Spring 1: Once upon a time...	To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently. To obtain	Name the different parts of a book including title, front cover and content page. Know that print can have different purposes and enjoy giving their own	
Spring 2: Reach for the Stars	information from a more detailed image in a book following a prompt. E.g. What is the duck doing? Recognise their name alongside their photograph.	meaning to print, using diagrams and illustrations as a guide. Know that stories have sequence and use language including first, next, then and finally to describe what has happened in our story focus. Hear and say the initial sound in their name. Know that stories have a title and can	Spring 1: To recognise taught digraphs in words and blend the sounds together to read words. To act out stories using recently introduced vocabulary. Spring 2: To read captions containing digraphs and tricky words. To be able to talk about the

		<i>predict the title using illustrations as a guide.</i>	<i>characters in the books they are reading.</i>
<i>Summer 1: At the bottom of the garden...</i>	<i>Have a selection of favourite stories. To understand that stories have a beginning and the end and join in saying 'The end'. To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books they enjoy, using the images to help them. To listen to audio stories without images. Recognise familiar logos related to their interests.</i>	<i>Recognise words with the same initial sound during games such as 'I Spy' or on sound hunts. Begin to hear and say the initial, final and then middle sound in cvc words. Know the difference between a letter and word and follow print to 'read' the title of a familiar story. Engage in extended conversations about stories, learning new vocabulary and using it when retelling the story. Know that the author is the person who writes a story and the illustrator draws the pictures. Begin to identify RWI sounds.</i>	<i>To read sentences containing CCVC and tricky words. To retell a story using vocabulary influenced by their book.</i>
<i>Summer 2: Roots, Shoots and Muddy Boots</i>			<i>To read books matching their phonic ability. To be able to answer questions about what they have read.</i>

Writing	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	To join in with short dough gym sessions to develop fine motor control To make marks on table tops to support core strength. Show an interest in mark	Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources. Add some marks to their drawing which they give meaning to e.g. that says mummy. Explore mark making on a large scale both indoors and outdoors, developing control over one handed tools.	To give meanings to marks they make. To write most letters of their name.
Autumn 2: Our Wonderful World	marking- fingers, large apparatus, tools. Hold a tool with a fist palmer grip.		To begin to form letters correctly. To write their name independently.
Spring 1: Once upon a time...	Distinguishes between the different marks they make. Use tweezers to pick up a small object. To develop hand-eye co-ordination through scooping/pouring and filling activities.	Begin to know that sounds in words are represented by a letter. Show interest in letters and sounds during phonic games. Make marks on their pictures which stand for their name. Use a pencil with increasing control to draw lines and circles. Begin to form some letters in their name. Be able to follow and copy patterns to support letter formation.	To write words representing the sounds with the correct letter/letters.
Spring 2: Reach for the Stars			To write labels/phrases representing the sounds with the correct letter/letters.
Summer 1: At the bottom of the garden...	Imitate during simple shapes such as circles and lines. Make marks on a picture to stand for their name. Enjoy	Children to use a tripod grip when using a pencil with increasing control. Recognise and identify some letters of the	To write words that are spelt phonetically.

<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>drawing freely using a range of tools. Notice some print such as familiar logo. Children to use a digital pronate grip. Use lacing cards to develop fine motor skills</p>	<p>alphabet in the environment and in stories, non-fiction texts etc. Children to be able to write their name and some letters accurately. Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'm' for mummy. To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back.</p>	<p>To write simples phrases and sentences using recognisable sounds and letters</p>
--	--	---	---

Mathematics	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again. Begin to take part in finger rhymes with numbers. To explore and use shape sorters and puzzles.	Recite numbers beyond 5 in the correct sequence. Show finger numbers up to 3 through number rhymes and songs. Begin to count objects and actions up to 3 using one to one correspondence, knowing that the last number reached. Begin to show an understanding of numerals and their meaning such as knowing that they are 3. Talk about and begin to comment on shapes they use through their play, using mathematical language such as 'round'. Understand positional language through words e.g 'The ball in under the chair'.	To count accurately up to 5. To recognise numbers to 5. To recognise numbers in the environment. To recognise some 2D shapes. To know some days of the week. To match, sort and compare.
Autumn 2: Our Wonderful World			To count objects accurately. To count out objects from a larger group. To order numbers to 5. To understand the composition of 5, including subitising. To say one more than a number up to 5. To sort and compare groups. To find the total number of two groups. To make simple repeating patterns. To understand simple language related to time.
Spring 1: Once upon a time...	To begin to compare sizes, bigger, little and smaller. To use number language in their play, beginning to sequence numbers orally 0-5. To complete an inset puzzle and to demonstrate matching and sorting skills within their play. To notice and comment on patterns including stripes and spots etc.	Begin to subitise to 3. To experiment with their own symbols and marks as well as numerals during play and outdoor games. To know the names and properties of 2D shapes including circle, and to use them in everyday context and in their drawings. To talk and identify patterns in the environment using language to describe them. To describe a familiar route, using	To recognise numbers to 10. To count accurately to 10. To count objects reliably up to 10. To match a quantity to the correct numeral. To order numbers to 10. To say one more than a number up to 10. To understand and complete simple addition sums. To confidently recall number bonds to 5. To begin to recognise some number bonds to 10. To make pairs of numbers.

<p>Spring 2: Reach for the Stars</p>		<p>positional language. To make comparisons relating to size, length, weight and capacity.</p>	<p>To know number bonds to 10. To independently complete simple addition sums. To complete simple subtraction sums practically. To recognise 3D shapes. To make complex patterns</p>
<p>Summer 1: At the bottom of the garden...</p>	<p>To begin to use the language of weight in everyday contexts and through stories and rhymes. To explore space within the indoor and outdoor environment</p>	<p>Count reliably objects and actions up to 5 using one to one correspondence and matching the numeral to the quantity. To compare quantities using language 'more than' and 'fewer or less than'.</p>	
<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>through, over and under equipment to gain spatial awareness. To use objects to make simple arrangements, using associated language 'the same' Begin to count objects and actions in everyday contexts and counting up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc</p>	<p>To begin to identify and talk about properties of 3D shapes when building and constructing during their play. Extend and create ABAB patterns and noticing and correcting errors.</p>	<p>Summer 1: To count accurately up to 20. To build numbers beyond 10 practically. To add more by counting on. To complete subtraction sums in a range of ways (digging deeper). To identify symmetry and doubles. To use language relating to length, height and weight.</p> <p>Summer 2: To make and understand numbers beyond 10. To recognise even and odd numbers. To recall addition and subtraction facts to 5. To count in twos practically.</p>

Understanding the World	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	<p>Play and explore in their natural environment displaying high levels of engagement. Children to begin to respond by simple comments and nonverbal gestures and movements. . Recognise their family and key people during key person time. Children to name their family by using a family photograph.</p>	<p>Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold' Talk about and begin to describe what they can see in their environment. Explore how things work. Recognise, name and notice they have similarities and differences that connect them and distinguish them from others e.g. colour of eyes, hair skin. Know where they live.</p>	<p>To know about their own life story and how they have changed. To know about features of the immediate environment. To Talk about features of the environment they are in and learn about the different environments.</p>
Autumn 2: Our Wonderful World	<p>Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)</p>		<p>To know some similarities and differences between things in the past and now. To know that people around the world have different religions. To know some important processes and changes in the natural world including states of matter.</p>
Spring 1: Once upon a time...	<p>Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons. Begin to imitate their own family and cultures through pretend play. Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.</p>	<p>Understand light and dark. Begin to understand the need to respect and care for the natural environment and all living things. Speak about an event which has happened in the past and discuss a future event.</p>	<p>To talk about the lives of people around them and their roles in society. To know that there are many countries around the world and that people in other countries may speak different languages. To know some similarities and differences between the natural world around them and contrasting environments. To make observations about animals discussing similarities and differences.</p>

<p>Spring 2: Reach for the Stars</p>			<p>To talk about past and present events in their lives and what has been read to them. To know about people who help us within the local community. To make observations about plants discussing similarities and differences.</p>
<p>Summer 1: At the bottom of the garden...</p>	<p>Use descriptive terms, such as 'hot' and 'cold'. Use senses to explore sand/pebbles/water/bubbles. Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest).</p>	<p>Plant seeds and care for growing plants. Under the key features of a growing plant. Exploring collections of materials and talking about their properties during a range of play situations. Exploring and talking about changes in ingredients when mixing together and cooking.</p>	<p>To know about the past through settings, characters. To know some similarities and differences between things in the past and now. To know about people who help us within the local community. To describe their immediate environment. To make observations about materials discussing similarities and differences.</p>
<p>Summer 2: Roots, Shoots and Muddy Boots</p>			<p>To know about the past through settings, characters and events. To know that simple symbols are used to identify features on a map. To understand the terms 'same' and 'different'.</p>

Expressive Arts and Design	2-3 Years	3-4 Years	4-5 Years
Autumn 1: Marvellous Me	Explore different materials using all their senses. Begin to show an interest in early mark making. Explore sounds using musical instruments and sound makers. Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.	Draw with increasing detail. Explore different mediums of mark making. Exploring different joining in open ended activities. Explore the properties and textures of natural materials. Listen attentively, move to and talk about music, expressing their feelings and responses. Begin to develop storylines in their pretend play. Make use of props and materials when role playing characters.	To sing songs and rhymes. To cooperate in ring games. To develop cutting skills safely. To join materials using glue and tape.
Autumn 2: Our Wonderful World			To sing familiar songs. To learn new songs. To engage in imaginative role play. To perform to an audience. To design using a range of materials. To join large materials together. To find the best way to join materials. To mix and make changes to food. To fold and tear different materials.
Spring 1: Once upon a time...	Manipulate and play with different materials, exploring textures. Make early marks using various tools and equipment. Beginning to experience tone, pitch and volume. Join in singing songs and rhymes copying actions. Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.	Develop colour-mixing techniques to match the colours they see and want to represent. Make marks with increasing control. Return to and build on their previous learning. Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music. Begin to keep a steady beat	To make their own music. To use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To design and plan their own creations.
Spring 2: Reach for the Stars			To collaborate with others to achieve an end product. To introduce new fastenings – treasury tags, split pins. To make 3D shapes by joining sticks together.

<p>Summer 1: At the bottom of the garden...</p>	<p>Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do. Intentionally making marks in different styles. Expressing their ideas when mark making and sometimes giving meaning to them.</p>	<p>Invent, adapt and recount narratives and stories with others. Remain engaged for an extended time during role play whilst co-operating with others. Explore and engage in music making and dance, performing solo or in groups. Knowing a wide repertoire of nursery rhymes. Safely use and explore a variety of materials, tools and techniques. Share their creations, explaining the process they have used.</p>	<p>To return to a creation and discuss how it can be improved. To develop and encourage different creative ideas. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p>Summer 2: Roots, Shoots and Muddy Boots</p>	<p>Explore different rhythms, beat and using their bodies. Developing imaginative play from their own learning experiences, stories and rhymes.</p>		<p>To investigate the best materials to use for the product. To understand good hygiene and safety when preparing food – cutting tougher food. To explore 2D/3D art. To move expressively and imaginatively to music and sing songs.</p>