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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Starting NurseryAutumnNursery RhymesFamiliar character stories eg Spot the Dog, Postman Pat, Peppa PigOwl Babies Leaf Man Make your own Leaf Man - Inspirations Nurseries & Forest SchoolsIt’s not a StickBook Week – Aaahh Spider | SensesChristmasPolar bear Polar Bear Brown Bear Brown BearAnna’s Amazing Multicolour glassesShark in the ParkSam’s SandwichAlan’s Big Scary TeethScaredy SquirrelNativity Story | Fairy TalesTraditional stories – The Gingerbread Man, The Three Pigs, Goldilocks and the Three bears, Jack and the Bean StalkThe Three Billy Goats GruffThat’s Not My Prince/Princess | Spring and EasterHattie Peck Easter story | Animals – Pets, On the Farm animals Rosie’s WalkThe Little Red HenThat’s not my Puppy/kitten | Animals – In the Jungle, Under the Sea, MinibeastsThat’s not my tigerBrown Bear Brown Bear (revisit)Shark in the Park (revisit)The Very Hungry CaterpillarThe Very Busy Spider |
|  | **Autumn** | **Spring** | **Summer** |
| **Communication And Language** |
| **Listening, Attention & Understanding** | * Listen to simple stories and understand what is happening, with the help of the pictures.
* Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary* Pay attention to more than one thing at a time, which can be difficult.
 | * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
 | * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”.
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
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| **Speaking** | * Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* Start a conversation with an adult or a friend and continue it for many turns.
 | * Use a wider range of vocabulary.
* Use longer sentences of four or six words.
* 2.3. Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”.
 | * Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.
* Develop their pronunciation but may have problems saying:
* Some sounds: r, j, th, ch and sh
* Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
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| **Personal, Social & Emotional Development Skills** |
| **Self-Regulation** | * Express preferences and decisions. They also try new things and start establishing their autonomy.
* Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
* Be increasingly able to talk about and manage their emotions.
 | * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
* Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
 | * Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
* Develop appropriate ways to be assertive.
* Talk with others to solve conflicts.
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| **Managing Self** | * Find ways of managing transitions, for example from their parent to their key person.
* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.
 | * Increasingly follow rules, understanding why they are important.
 | * Remember rules without needing an adult to remind them.
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| **Building Relationships** | * Become more outgoing with unfamiliar people, in the safe context of their setting.
 | * Develop friendships with other children.
* Play with one or more other children, extending and elaborating play ideas.
* Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
 | * Develop their sense of responsibility and membership of a community.
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| **Physical Development** |
| **Gross Motor Skills** | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
* Enjoy starting to kick, throw and catch balls.
* Build independently with a range of appropriate resources.
 | * Walk, run, jump and climb – and start to use the stairs independently.
* Start taking part in some group activities which they make up for themselves, or in teams.
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
* 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.
 | * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
* Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
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| **Fine Motor Skills** | * Use one-handed tools and equipment, for example, making snips in paper with scissors.
 | * Use a comfortable grip with good control when holding pens and pencils.
 | * Show preference for a dominant hand.
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| **Health & Self-Care** | * Start eating independently and learning how to use a knife and fork.
 | * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
 | * Be increasingly independent in meeting their own care needs. E.g. Bushing teeth, using the toilet, washing and drying their hands thoroughly.
* Make healthy choices about food, drink, activity and tooth brushing.
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| **Literacy** |
| **Word Reading** | * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
* Say some of the words in songs and rhymes.
* Copy finger movements and other gestures or actions.
* Sing songs and say rhymes independently, for example, singing whilst playing.
 | * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Understand the five key concepts 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
* page sequencing
* Introduce Speed Set 1: m a s d t I n p g o c k u b f e
* Introduce reading books for sharing at home
 | * Develop their phonological awareness, so that they can:

- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother* Begin to read individual letters by saying the sounds for them.
* Introduce Speed Set 1 (remaining): I h sh r j v y w th z chq u x ng nk
* Continue to encourage sharing reading books at home
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| **Comprehension** | * Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.
* Pay attention when listening to stories and respond to the pictures or the words
* Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 | * Ask questions about the book. Make comments and shares their own ideas.
* Develop play around favourite stories using props.
 | * Engage in extended conversations about stories, learning new vocabulary.
* Repeat new vocabulary in a context of a story.
* Repeat words and phrases from familiar stories.
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| **Writing** | * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
* Make marks on their picture to stand for their name.

**PHYSICAL DEVELOPMENT:*** Develop manipulation and control when mark making
* Explore different materials and tools safely
 | * Write some or all of their first name.
* Begin to write initial sounds as captions for drawings.
* Use some of their print and letter knowledge in early writing such as a pretend shopping list.

**PHYSICAL DEVELOPMENT:*** Use one handed tools such as scissors
* Manage buttons, zips and pour drinks
* Use a comfortable grip with good control when holding pens and pencils
 | * Write their first name independently.
* Sequence a familiar story, using pictures or props to support.
* Can add captions to their pictures using initial sounds.

**PHYSICAL DEVELOPMENT:*** Show preference for a dominant hand
* Use scissors independently
* Use a comfortable grip with good control when holding pens and pencils
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| **Mathematics** |
| **Number** | * Recite numbers past 5.
* Say one number for each item in order: 1,2,3,4,5.
* Show ‘finger numbers’ up to 5.
* Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting
* Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.
 | * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
 | * Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.
* Estimate and guess how many there might be before counting.
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| **Numerical Patterns** | * Notice patterns and arrange things in patterns.
* Experiments with their own symbols and marks as well as numerals.
 | * Solve real world mathematical problems with numbers up to 5.
* Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
 | * Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.
* Become familiar with some two digit numbers and start to notice patterns within them.
* Distribute items evenly from a group.
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| **Shape** | * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Describe a familiar route and the order of things seen on the way.
* Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
 | * Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
* Combine shapes to make new ones – an arch, a bigger triangle, etc.
* Begin to describe a sequence of events, real or fictional, using words such a ‘first’, ‘then’.
 | * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
* Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern
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| **Understanding the World** |
| **Past and Present** | * Sequence family members by size and name (baby, child, adult)
 | * Begin to make sense of their own life-story and family’s history.
 | * Comment on recent pictures of experiences in their own lives, ‘that was me at the farm…’
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| **People, Culture and Communities** | * Share likes and dislikes
* Able to say who they are and who they live with
 | * Continue developing positive attitudes about the difference between people
* Show interest in different occupations.
 | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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| **The Natural World** | * Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
* Explore how things work.
 | * Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
 | * Explore and talk about the different forces they can feel
* Talk about the difference between materials and the changes they notice
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| **Expressive Arts and Design** |
| **Creating with Materials** | * Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
 | * Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
 | * Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.
* Explore colour and colour-mixing.
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| **Being Imaginative & Expressive** | * Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
 | * Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Play instruments with increasing control to express their feelings and ideas.
 | * Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs, or improvise a song around one they know.
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