

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		On Our Way to School	Festivals & Celebrations	Nursery Rhymes	Traditional Tales	Growing/Minibeasts	People Who Help Us
3 Prime Areas of Learning & Development	PSED	Enjoys responsibility of carrying out small tasks. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Keeps play going by responding to what others are saying or doing. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Initiates play, offering cues to peers to join them. Aware of own feelings and knows that some actions and words can hurt others' feelings.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Welcomes and values praise for what they have done.	Explains own knowledge and understanding and asks appropriate questions of others. Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them.	Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of the boundaries set and of behavioural expectations in the setting.
	PD	Beginning to recognise danger and seeks support of significant adults for help. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.	Uses one-handed tools and equipment. Dresses with help. Moves freely and with pleasure and confidence in a range of ways.	Draws lines and circles using gross motor movements. Can catch a large ball. Can stand momentarily on one foot when shown.	Experiments with different ways of moving. Uses simple tools to effect changes to materials. Shows preference for a dominant hand. Eats a healthy range of foodstuffs and understands the need for variety in food.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Can copy some letters, e.g. letters from their name.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Handles tools, objects, construction and malleable materials safely and with increasing control. Usually clean and dry throughout the day.
	C & L	Is able to follow directions (if not intently focused on own choice of activity). Builds up vocabulary that reflects the breadth of their experiences.	Listens to others one to one or in small groups, when conversation interests them. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses intonation, rhythm and phrasing to make the meaning clear to others.	Able to follow a story without pictures or props. Introduces a storyline or narrative into their play.	Two-channelled attention – can listen and do for a short span. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
4 Specific Areas of Learning & Development	Literacy	Recognises familiar words and signs such as their own name and advertising logos. Listens to and joins in with stories and poems, one-to-one and in small groups. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Listens to stories with increasing attention and recall. Ascribes meanings to marks that they see in different places.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Continues a rhyming string. Sometimes gives meaning to marks as they draw and paint.	Beginning to be aware of the way stories are structured. Hears and says the initial sounds in words. Describes main story settings, events and principal characters.	Begins to break the flow of speech into words. Gives meanings to marks they make, as they draw, write and paint.	Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Enjoys an increasing range of books.

	<p>Maths</p>	<p>Uses positional language. Shows interest in shapes in the environment. Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows an interest in numerals in the environment. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Selects a particular named shape.</p>	<p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Estimates how many objects they can see and checks by counting them. Counts an irregular arrangement of up to ten objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Can describe their relative position such as 'behind' or 'next to'.</p>	<p>Shows an interest in representing numbers. Compares two groups of objects, saying when they have the same number. Recites numbers in order to 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Uses shapes appropriately for tasks. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Finds one more or one less from a group of up to five objects, then ten objects. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money.</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Begins to identify own mathematical problems based on own interests and fascinations. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Says the number that is one more than a given number.</p>	<p>Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
	<p>UtW</p>	<p>Shows interest in different occupations and ways of life. Notice detailed features in their environment. Operates simple equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows interest in the lives of people who are familiar to them</p>	<p>Knows that information can be retrieved from computers. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Remembers and talks about significant events in their own experience.</p>	<p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Recognises and describes special times or events for family or friends. Completes a simple program on a computer.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this. Looks closely at similarities, differences, patterns and change. Children talk about past and present events in their own lives and in the lives of family members. They select and use technology for particular purposes.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

	EAD	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Begins to build a repertoire of songs and dances. Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Sings to self and makes up simple songs.</p>	<p>Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Explores what happens when they mix colours. Chooses particular colours to use for a purpose.</p>	<p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Experiments to create different textures.</p> <p>Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play.</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experiment Create simple representations of events, people and objects. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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