

		Autumn		Spring		Summer	
Area of Learning	Strand	First Half	Second Half	First Half	Second Half	First Half	Second Half
Theme		All about me and my body  Emotions  Harvest	Winter Wonderland  Arctic/ Antarctic Animals	Around the world  Dinosaurs  Similarities/ Differences  Safari	How does your garden grow?	Superheroes  People who help us	Seaside and Travel  Recycling
Themed days		Autumn seasonal changes  Harvest festival and assembly  Diwali	Bonfire Night  Christmas  Remembrance Day  Fire pit  Children in Need	New Year  Chinese New Year  Valentines Day	Pancake Day  Easter  Mother's Day  World Book Day  St Piran's Day  Red nose day	Kings Coronation	Father's Day  Healthy Week  Sun safety  Beach Safety  Road Safety Day  Sports Day
Experiences		Parent and baby visit	Winter weather and animals	Parent Day  Cooking with Chinese food	Cookery: Pancakes  Easter nests	Local lifeguards visit	Dentist visit  Beach trip  Sports Day

		<b>Cooking with seasonal food and emotions</b>  <b>Home corner</b>  <b>Rhyme times</b>  <b>Mud kitchen</b>	<b>Christmas performance</b>  <b>Christmas crafts</b>  <b>The Christmas Story</b>  <b>Fire pit safety</b>	<b>Cultures and Environments</b>	<b>Easter egg hunts</b>  <b>Mud Kitchen</b>  <b>Growing from seed</b>	<b>People who help us role play</b>	<b>Seaside role play</b>  <b>Transition to Reception</b>  <b>End of term under the sea party</b>
<b>Key texts</b>  <i>(including supporting texts)</i>	<b>Boris starts school</b>  <b>Listening to my body</b>  <b>Room on a broom</b>  <b>Olivers vegetables</b>  <b>Little red hen</b>	<b><i>A day to remember</i></b>  <b>Sneezy the Snowman</b>  <b>Poles apart</b>  <b>Lost and Found</b>	<b>Handa's Surprise</b>  <b><i>Handa's Hen</i></b>  <b>Harry and his bucketful of dinosaurs</b>  <b>A place called home</b>  <b>Rumble in the Jungle</b>  <b><i>Winnie and Wilbur at Chinese New Year</i></b>	<b>Jack and the Beanstalk</b>  <b>Mama Panya's Pancakes</b>  <b>The Tiny Seed</b>	<b><i>If I were King</i></b>  <b>Supertato</b>  <b>Superduper you</b>  <b>Who can be a superhero?</b>  <b>Maisie goes to hospital</b>	<b>Commotion in the Ocean</b>  <b><i>The Rainbow Fish</i></b>  <b>Maisie goes on holiday</b>  <b>Thats our home</b>	
<b>Communication and Language</b>	Listening and Attention	Listen to simple stories and understand what is	Enjoy listening to longer stories and	Understand a question or instruction that has	Learns lots of new words and use them in	Enjoys listening to longer stories and can	Understands when asked questions like

		happening, with the help of the pictures.	can remember much of what happens.	two parts, such as “Get your coat and wait at the door”.	their play.	remember what happens in them. Understand a question with two parts like “Can you get your coat and wait by the door please?”	“Why do we need to wear suncream?” And “How can we....” to solve problems.
	Speaking	Make themselves understood and can become frustrated when they cannot.  Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.	Use a wider range of vocabulary. E.g -  ‘festivals’ ‘Christmas’ ‘Diwali’	Understand ‘why’ questions, like: “Why does Handa take fruit to her friend Akeyo?” and gives a response.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Uses talk to organize play e.g. “Let’s go on a bus...you sit there... I’ll be the driver”.	Join in at group time by putting up hand and waiting their turn to talk.  Be able to talk about thoughts even when they disagree and can discuss this using words and actions.  Uses longer sentences of four to

		Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.					six words when talking.
<b>Personal, Social and Emotional Development</b>	Self-regulation	Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.	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 to them.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Do not always need an adult to remind them of a rule.	To begin to manage feelings and talk about emotions.  To understand how others might be feeling.  Feel strong enough to express a range of emotions.	To be ready for new experiences like starting school.  To be able to follow rules and know why they are important.
	Managing Self	Increasingly begin to follow rules, understanding why they are important.	Safely explore emotions beyond their normal range through play and stories.	Begin to show 'effortful control'.  Be increasingly able to talk about and manage their emotions.	Develop appropriate ways of being assertive.  Talk with others to	To be able to play in a group with friends, and make up ideas of things to do and games to play.	To be able to follow the rules without an adult reminding me.

					solve conflicts.		
	Building Relationships	Develop friendships with other children.	Play with 1 or 2 familiar children, building friendships.	Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Develop their sense of responsibility and membership of a community.	To begin to find solutions to quarrels and rivalries.
<b>Physical Development</b>	Gross Motor Skills	Continue to develop their movement through <ul style="list-style-type: none"> <li>Balancing,</li> <li>Riding</li> <li>Ball skills</li> </ul>	Increasingly able to use and remember sequences and patterns of	With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow	Begin to be increasingly independent in meeting their own care needs, e.g.	Is independent in meeting my own care needs, such as brushing my teeth, using the toilet,	Is independent and helps to get dressed and undressed  Makes healthy choices

		<p>Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to:</p> <ul style="list-style-type: none"> <li>• Crawl</li> <li>• Walk</li> <li>• Run</li> </ul> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>movements which are related to music and rhythm.</p> <p>Begin to: Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>blocks.</p>	<p>brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Begin to understand about healthy choices about food, drink and activity.</p>	<p>and wiping my bottom, and washing and drying my own hands.</p> <p>Goes up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>about food, drink, activity and tooth brushing</p>
	Fine Motor Skills	<p>Developed through malleable material play such as paint, sand, water, mud and playdough.</p>	<p>Choose the right resources to carry out their own plan.</p>	<p>Uses one-handed tools and equipment, for example, making snips in</p>	<p>Begin to be increasingly independent as they get</p>	<p>Able to eat independently and use a knife and fork</p>	<p>Developing their small motor skills so that they can use a range of tools competently,</p>

			<p>Start to eat independently and learns how to use a knife and fork.</p>	<p>paper with scissors.</p> <p>Use a comfortable grip with good control when holding chunky pens, pencils and paints.</p> <p>Begin to show a preference for a dominant hand.</p>	<p>dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Uses a comfortable grip with good control when holding pens and pencils.</p>	<p>safely and confidently.</p> <p>Children to be confident at manipulating playdough.</p> <p>Beginning to write letters or marks that can be recognised by others.</p>
<b>Literacy</b>	Comprehension	<p>Sing songs and say Rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes</p>		<p>Able to 'map' out a familiar story with talk, drawing and pictures.</p> <p>E.g. drawing simple fruit in Hungry Caterpillar story.</p>	<p>Has conversations about stories and learn new vocabulary.</p>	

			and tempo.				
	Word Reading	Notice some print, such as the first letter of their name, or a familiar logo.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Begin to 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	Develop their phonological awareness, so that they can: - spot and suggest rhymes.  Clap out syllables in a word.	Says what the marks, shapes, letters and pictures that they make mean.  Hear and says the first sound in a word when you say the word and be able to sign the letter.  Recognise words with the same initial sound orally	To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word.  Able to say lots of words that rhyme with a word like 'cat'  To be able to Orally segment and Blend CVC words.
	Writing	Make marks on their picture to stand for their name (recognise	Enjoy drawing freely.		Add some marks to their drawings, which they give meaning to.	Uses some print and letter knowledge in early writing. For example: writing	To write some or all of my name.  To write some letters accurately.



		important prints to me).			For example: "That says cow"	a pretend shopping list that starts at the top of the page; write a for apple.  Begins to writes some letter sounds accurately with support.	To use some of their letter sound knowledge in their early writing.
<b>Mathematics</b>	Number	Recognise some numerals of personal significance.  Fast recognition of up to 3 objects, without having to count them individually.  Recite numbers past 5.	Selects a particular named shape.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to	Recognises numerals 1 to 5.  Counts out up to six objects from a larger group.  Link numerals and amounts: for example,	Uses positional language.  Understand and use words/signs such as, in, under, behind, in front, beside, next to  and use them in my play.  Understand position	Able to say numbers in order from 1 to 10 or higher.  Knows that the last number counted tells me how many there are in total.  Uses counting to help solve problems that	Compare quantities using language: 'more than', 'fewer than'.  Able to tell you which thing is "heavy" and which thing is "light" when given two things  and say what is 'full' and 'empty' when filling

		<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.</p>	<p>make new ones – an arch, a bigger triangle etc.</p> <p>Understand simple patterns using shapes.</p> <p>Talk about and explore 2D shapes which they can see.</p> <p>Begin to use words like “round” and “straight” when talking about the shapes.</p>	<p>showing the right number of objects to match the numeral, up to 5.</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Fast recognition of up to 5 objects, without having to count them individually</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>(‘cardinal principle’).</p>	<p>through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>*Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Use informal language like ‘pointy’, ‘spotty’ ‘blobs’ etc.</p>	<p>are important to them, like splitting a sandwich in half to share with my friend.</p> <p>Able to subitise, look at a group of objects and know how many there are</p> <p>Number bonds to 3</p> <p>Separates a group of three or four objects in different ways,</p> <p>Compares two groups of objects, saying when</p>	<p>containers.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid).</p>
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	Numerical Patterns	Notice patterns and arrange things in patterns.	Notice patterns and arrange things in patterns.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Notice and correct an error in a repeating pattern.
<b>Understanding the World</b>	Past and Present	Repeat actions that have an effect.	Talk about their own families including the recent past and things that make them special.	Use new vocabulary to talk about... -what they did in their holidays -the new year	Continue to use new vocabulary to talk about recent events in their life at pre-school and home.	Continue to use new vocabulary to talk about recent events in their life at pre-school and home.	Continue to use new vocabulary to talk about recent events in their life at pre-school and home.  Talk about preparing for starting school.
	People, Culture and Communities	Begin to make sense of their own life-story and family's history.		Know that there are different countries in the world and talk about the differences they have experienced	Continue developing positive attitudes about the differences between people.	Show an interest in different occupations, knowing what some	Talk about future holidays or day trips in the holiday.

				or seen in photos. Talk about their experience of Christmas and compare to other celebrations.		occupations entail ie firefighter, police officer, farmer.	
	The Natural World	Take care of the environment both inside and out ie by helping to tidy up and put rubbish away in the correct bins Build respect for the natural environment and living things.	Use the 5 senses to explore a variety of natural and man-made materials. Use a range of materials to explore similar and different properties.	Explore and respond to different natural phenomena in their setting and on trips e.g. planting, exploring elements of weather.	Have an idea about how things work. Have an understanding of how to look after seeds and plants and how they change as they grow. Talk about the life	Continue to observe changes in weather, properties of materials in the outdoors.	Notice changes in weather and temperature, what do we/animals/plants need to 'grow' at this time of year.

					cycle of a plant and animal, using some key vocabulary ie, seed, stem, petal, egg, chrysalis.		
<b>Expressive Arts and Design</b>	Creating with Materials	Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials.	Identify the names of different colours and explore ways of making other colours.	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.	Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Create closed shapes with continuous lines and begin to use these to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.
	Being Imaginative and Expressive	Begin to recall in full, a range of songs and nursery	Take part in simple pretend play, using an object to represent	Begin to develop complex stories using small world equipment like animal sets, dolls	Make imaginative and complex 'small worlds' with blocks and	Play instruments with increasing control to express their	Singing the pitch of a tune sung by another person ('pitch match').

		<p>rhymes.</p> <p>Make simple models which express their ideas.</p> <p>Listen with increased attention to sounds.</p>	<p>something else even though they are not similar.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>and dolls houses, etc.</p> <p>Remember and sing entire songs.</p>	<p>construction kits, such as a city with different buildings and a park.</p>	<p>feelings and ideas.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>
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