

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

Performance, Social, Community, Team and Communication. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE 	SOCIAL 	COMMUNITY 	TEAM 	COMMUNICATION 
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Communication and Language	• Responds to familiar sounds in the environment (rain, wind, leaves) • Uses single words and gestures to express needs and interests • Joins in with familiar songs and rhymes about weather • Listens to short stories linked to everyday experiences • Begins to follow simple one-step instructions	• Names familiar objects outdoors (leaves, puddles, coats) • Uses 2-word phrases during play • Listens and responds during small group story times • Begins to answer simple questions (“What’s that?”) • Uses sounds/words to show curiosity	• Uses language to comment on changes (cold, wet, sunny) • Begins to follow two-step instructions • Uses simple descriptive words (big, hot, wet) • Takes turns in conversations with adults • Joins in with repeated phrases in stories	• Uses language to express preferences and choices • Expands vocabulary linked to nature and growth • Begins to ask simple questions Listens attentively during group activities Uses talk during pretend play	Uses short sentences to share experiences Describes what they see and do outdoors Listens to longer stories with visual support Uses language to negotiate play Begins to recall past experiences	Uses language to explain simple ideas Understands and uses positional language (in, on, under) Communicates confidently with familiar adults Uses talk to imagine and create stories Listens and responds appropriately in group times
Personal, Social and Emotional Development	• Builds secure relationships with key adults • Begins to explore the environment with confidence • Expresses feelings through actions and sounds • Engages in parallel play • Begins to understand simple routines	• Shows curiosity and willingness to try new experiences • Begins to show awareness of others • Seeks adult support when needed • Participates in tidy-up routines • Shows pride in achievements	• Begins to play alongside others with shared resources • Recognises and names basic emotions • Shows increasing independence • Accepts adult guidance • Develops confidence in familiar environments	• Begins to take turns with adult support • Shows care for living things and the environment • Manages simple self-care routines Shows resilience when trying new skills Engages in cooperative play for short periods	Expresses feelings using words Shows empathy towards peers Makes simple choices independently Builds positive relationships with peers Takes pride in helping roles	Shows confidence in new situations Manages transitions with support Demonstrates a sense of belonging Shows understanding of simple rules Sustains play with others
Physical Development	• Explores movement in outdoor environments • Develops balance through climbing and walking • Uses whole-body movements freely • Begins to use hands to explore textures • Practises basic self-care skills	Navigates space with increasing confidence Begins to use tools with support (spoons, brushes) Develops hand strength through playdough and malleable play Moves with awareness of others Participates in action songs	Climbs, runs, and jumps with improved coordination Begins to use mark-making tools Develops control when pouring and scooping Practises dressing skills Shows awareness of healthy routines	Uses one-handed tools more confidently Experiments with mark-making for meaning Develops coordination through obstacle courses Shows increasing stamina outdoors Begins to manage toileting needs with support	Moves with confidence and purpose Uses tools with improved control Shows awareness of personal safety Develops fine motor control through creative activities Independently manages some self-care routines	Combines movements smoothly Shows readiness for more controlled mark-making Demonstrates independence in dressing Uses large equipment safely Understands the importance of physical activity
Literacy <i>Reading and mark-making run through every day.</i>	• Shares books one-to-one with an adult • Joins in with actions during rhymes • Turns pages and points to pictures • Begins mark-making outdoors	• Joins in with repeated phrases (The Gruffalo) • Points to familiar objects in pictures • Explores mark-making tools (chalks, crayons) • Shows a preference for particular books	• Begins to talk about a story • Explores mark-making in new materials • Joins in with predictable stories (Dear Zoo) • Chooses a book to share with an adult	• Begins to recall parts of a story • Uses marks to represent objects or ideas • Joins in with stories linked to growth • Explores books independently	• Talks about characters with support • Makes marks with increasing control • Joins in with longer, illustrated stories • Begins to retell stories using props	• Uses new story vocabulary in play • Joins in with rhymes (Dinosaur Roar) • Begins to give meaning to marks made • Chooses favourite books independently
	Key Text That’s not my..., Whatever Next, Brown Bear, Brown Bear, 10 in a bed, Lima’s Red Hot Chilli, say hello to the baby animals, Goldilocks and the 3 bears, Shark in the park, I say ooh you say ah, Dinosaur Roar.					
Maths <i>Explored through play, routines and the outdoors.</i>	• Explores collections of natural objects • Joins in with counting songs (5 Currant Buns) • Begins to use the word ‘more’ • Explores shape and size in loose parts	• Joins in with number rhymes (10 in the Bed) • Begins to notice small groups of objects • Uses positional language (in, out) • Compares size (big, little)	• Joins in with counting songs (5 Speckled Frogs) • Begins to count aloud in play • Compares amounts (same, more) • Explores capacity through pouring and scooping	• Begins to match and sort by size • Uses number names with adult modelling • Notices growth and change outdoors • Explores pattern with loose parts	• Counts a small group with adult support • Uses comparative language (bigger, smaller) • Joins in with number songs (5 Little Ducks) • Explores measure (water, sand)	• Begins to recognise numerals around them • Confidently joins in with counting songs • Continues simple repeating patterns • Compares quantities (more, lots)

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Understanding the World	Explore the nursery and outdoor environment through sensory play and routines. Notice familiar people and talk about who is important to them. Experience autumn changes outdoors (leaves falling, wind, rain). Explore natural objects using senses. Join in with harvest experiences, naming fruits and vegetables.	Experience changes in the weather as days become colder and darker. Join in with festivals and celebrations, including Diwali and Christmas. Explore cold materials such as ice and frost through sensory play. Begin to notice winter clothing worn outdoors.	Notice signs of early spring during outdoor play. Explore the cold and look how the cold weather feels, how does snow and ice feel to touch. Notice animals and birds in the environment. Bird watch activity Share familiar stories linked to everyday experiences.	Explore animals, including farm animals, through sensory play and stories. Begin to learn how to care for living things (watering plants, gentle handling). Take part in spring celebrations, including Easter. Notice growth in the outdoor environment.	Explore plants, flowers, and insects outdoors. Take part in planting and watering, supported by adults. Observe simple life cycle changes (for example, caterpillars). Explore water, mud, and sand, noticing how they move and change. Join in with seasonal events, such as May Day.	Notice summer weather and explore shade, water, and sun safety. Join in with special events, such as Sports Day. Experience change and transition, supported by familiar adults.
Expressive Arts and Design	Explore a range of materials freely, using senses to investigate colour, texture and sound. Respond to music through movement, actions and simple dance. Explore mark making using hands and simple tools, indoors and outdoors. Begin to engage in simple pretend play linked to familiar experiences	Show preferences for particular materials, sounds, or ways of moving. Use tools with increasing control, such as brushes, dabbers and simple instruments. Join in with familiar songs, rhymes and actions. Learn simple Christmas songs and actions and perform to adults Begin to imitate real-life experiences through role play.	Combine materials and techniques, exploring simple patterns and effects. Move rhythmically to music, starting to copy simple actions and beats. Use mark making to represent ideas and experiences. Develop imaginative play, using objects to represent something else.	Use materials to express ideas, feelings, and experiences. Explore sound through instruments, creating and responding to rhythm. Begin to plan simple creations with adult support. Take on familiar roles in pretend play, playing alongside others	Use a range of materials purposefully, developing confidence and control. Explore pattern, colour, and shape in creative work. Join in confidently with songs, music, and movement activities. Extend imaginative play by linking ideas and experiences.	Create simple representations of people, objects, or experiences. Experiment with movement and sound to express ideas and moods. Share creative work with others, showing pride and enjoyment. Engage in sustained imaginative play, showing flexibility and creativity. Learn simple songs for the end of year and perform to their families.