

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Identity: Marvellous Me!	Courage: Let's Celebrate!	Power: Super spring!	Change: Transport	Choices: Animals of land and sea	Community All together!
Key Texts	             	    	    	       	     	
	General themes	Starting nursery/new class Portraits Being kind	My family Bonfire night celebrations Nativity Christmas Lists Letters to Father Christmas	Growing and planting Pancake day Chinese new year	People who help us Holi	Animals – land and sea Snail trails – Matisse

Personal, social and emotional development	Begins to separate from carers with growing confidence	Shows increasing confidence exploring the environment	Shows growing independence in self-care tasks (coat, toileting, handwashing)	Forms friendships and seeks out particular peers	Manages emotions with increasing independence	Shows confidence in new situations and with unfamiliar adults
	Forms warm relationships with key adults	Begins to take turns with adult support	Begins to manage frustration with adult support	Begins to solve simple conflicts with adult guidance	Takes turns and shares with less adult intervention	Manages transitions smoothly (tidy-up, moving between activities)
	Starts to play alongside others, showing early interest in peers	Starts to use words to express feelings (happy, sad, cross)	Plays cooperatively for short periods	Shows pride in achievements and enjoys sharing them	Shows awareness of how their actions affect others	Works cooperatively with peers, showing problem-solving and negotiation
	Begins to understand simple routines and boundaries	Shows awareness of others' emotions and responds with simple empathy	Starts to negotiate with peers ("Can I have it after you?")	Demonstrates resilience when things don't go as planned	Demonstrates confidence in group activities and discussions	Understands and talks about their feelings and strategies to manage them
	Expresses basic needs (toileting, hunger, comfort) with support		Uses language to talk about their own experiences and feelings	Shows understanding of others' feelings and begins to adapt behaviour	Begins to follow more complex routines and expectations	Demonstrates independence in self-care and takes responsibility for belongings
	Begins to follow simple rules and expectations					

Communication and Language	Talk about families, Follow simple instructions and routines- for example 'Put your coat on please.'	Children encouraged to use longer sentences (4-6 sentences) Describing emotions and feelings in celebrations.	Weather vocabulary. Encourage children to use task to share feelings, experiences and thought.	Joining in with repeated refrains in well known stories (earlier books can be used). Follows 2 step instructions with adult support and visuals.	Begins to understand simple 'why' questions. Introduce prepositions through play and through stories.	Develop more abstract language e.g. first, next, later Begins to understand sequencing words in context
	Rhyme time using Little Wandle Foundations for Phonics	Christmas vocabulary.	Children encouraged to question and answer – focus in small groups.	Uses conjunctions e.g. because, and	Can retell simple stories with prompts and visuals.	Can retell events with prompts and visuals
	Begin to join in with words and phrases from rhymes.	Encourage children to use talk to share feelings, experiences and thought.	Begins to understand simple concepts e.g. big/small and fast/slow.	Begins to orally blend alongside adults	Identifies alliteration in simple games.	Can orally blend
	To understand simple sentences.	Children join in with repeated refrains.	Can talk about favourite stories.	Begins to predict what might happen next	Recognises some familiar logos or letters (not phonics display)	Retells stories with beginning, middle and end
	To develop vocabulary through experiences.	Listen to and respond to familiar sounds- through environmental sounds/ body percussion games.				
	To listen to and enjoy rhymes and stories.	Children to show they understand action words (use love of reading planning Little Wandle)				

Physical Development	<p>Moves freely with growing confidence</p> <p>Climbs steps or small apparatus with support</p> <p>Begins to run safely, though may be unsteady</p> <p>Explores different ways of moving (jumping, rolling, crawling)</p>	<p>Runs with better coordination</p> <p>Climbs and balances on low equipment</p> <p>Begins to throw and kick large balls</p> <p>Shows awareness of space and others</p>	<p>Jumps off low objects with control</p> <p>Pedals or scoots using ride-on toys</p> <p>Catches a large ball with two hands</p> <p>Begins to change direction while running</p>	<p>Balances on one foot briefly</p> <p>Uses climbing equipment with more independence</p> <p>Throws balls with increasing aim</p> <p>Moves rhythmically to music or instructions</p>	<p>Shows good control when running, jumping, and climbing</p> <p>Begins to hop and skip with support</p> <p>Participates in simple team games</p> <p>Understands basic safety rules in physical play</p>	<p>Show stamina during active play</p> <p>Catches a large ball with 2 hands</p> <p>Controls movements in games</p> <p>Jumps, hops, climbs and runs with agility</p> <p>Shows some good spatial awareness</p>
	<p>Makes marks using whole-arm movements</p> <p>Uses chunky crayons, paintbrushes, and playdough tools</p> <p>Begins to use a dominant hand (not consistent yet)</p> <p>Picks up small objects using thumb and fingers</p> <p>Turns pages in books one at a time</p>	<p>Holds mark-making tools with a palmar or emerging tripod grip</p> <p>Threads large beads or posts shapes</p> <p>Begins to use scissors with hand-over-hand help</p> <p>Builds simple towers and uses small construction toys</p>	<p>Uses a tripod grip more consistently</p> <p>Begins to copy simple lines and shapes</p> <p>Uses scissors to make snips independently</p> <p>Manipulates playdough with purpose (rolling, pinching, squeezing)</p> <p>Uses tweezers or tongs to pick up small items</p>	<p>Draws simple shapes</p> <p>Uses scissors to cut along a short line</p> <p>Builds more complex models</p> <p>Holds cutlery correctly and uses it with growing control</p> <p>Shows improved coordination in puzzles and threading</p>	<p>Draws people with more detail (head, legs, arms)</p> <p>Uses scissors to cut around simple shapes</p> <p>Uses tools like glue sticks, rollers, and paintbrushes with control</p> <p>Fastens simple items (zips, large buttons) with support</p>	<p>Holds a large pen or pencil with a digital pronate grip or five finger/pincer grip</p> <p>Cuts around shapes with accuracy</p> <p>Uses small tools confidently (pencils, scissors, tweezers)</p> <p>Shows refined hand-eye coordination in all fine motor tasks</p> <p>Begins to form letter like marks</p>

Understand of the World	Begins to explore the environment with interest, noticing features indoors and outdoors	Investigates how materials behave (pouring, filling, sinking, melting, sticking)	Explores cause and effect through play (ramps, magnets, water flow, shadows)	Shows interest in different cultures, celebrations and traditions	Makes connections between experiences (e.g., "It grows because we watered it")	Talks confidently about changes over time (growth, weather, seasons, routines)
	Shows curiosity about natural objects (leaves, stones, water, sand)	Begins to talk about similarities and differences in objects and living things	Begins to make simple predictions ("It will go fast", "It will fall")	Talks about their own experiences and listens to others'	Asks more complex questions about how things work or why things happen	Understands that people have different homes, families, cultures and beliefs
	Starts to ask simple questions such as "What's that?" or "Why?"	Shows interest in seasonal changes and natural events	Talks about what they see using simple descriptive language	Observes plants, animals and weather with increasing detail	Talks about places they have visited and compares environments	Explores the natural world with curiosity and sustained interest
	Begins to talk about familiar routines and people in their lives	Begins to understand that others may have different experiences	Shows growing awareness of how things work (buttons, switches, simple technology)	Uses simple tools to explore nature (magnifiers, containers, binoculars)	Shows care for living things and the environment (watering plants, tidying outdoors)	Begins to use early scientific vocabulary (grow, melt, float, heavy, light)
	Notices simple changes (e.g., weather, light, sounds)		Begins to talk about past events in their own lives	Recognises and names key people in their community (teachers, family, helpers)	Uses simple technology purposefully (cameras, tablets, torches)	Shows an emerging understanding of their wider world and community
			Begins to understand basic life cycles (planting seeds, watching growth)			

Expressive arts and design	Explores a range of materials using all senses (paint, clay, collage, instruments)	Chooses materials and tools with growing independence	Uses tools with increasing control (brushes, rollers, scissors)	Creates artwork with a clear idea in mind and talks about it	Selects tools and materials independently to achieve a desired effect	Creates artwork with increasing detail and explains their process
	Makes marks freely using large movements	Begins to use colour and marks with intention (“This is the sun”)	Begins to draw simple shapes and early representations of people or objects	Uses a wider range of techniques (printing, rubbing, collage layering)	Draws with more detail and intention (faces, features, objects)	Uses a variety of techniques confidently (cutting, joining, painting, modelling)
	Begins to join in with familiar songs and rhymes	Joins in with repeated refrains in songs and stories	Sings familiar songs with clearer pitch and rhythm	Invents simple narratives in play and uses props to support them	Sings a wider range of songs and joins in with group performances	Invents, adapts and retells stories through role-play and small world
	Engages in simple pretend play using real objects (phones, cups, bags)	Starts to use props in imaginative play (hats, puppets, small world)	Acts out simple storylines in role-play	Begins to move rhythmically to music	Uses imaginative play to act out familiar experiences or stories	Sings, performs and moves expressively with growing confidence
	Shows curiosity about colours, textures and sounds	Explores how materials can be combined (glue, tape, paint mixing)	Experiments with sound using instruments (fast/slow, loud/quiet)	Combines materials for a purpose (building, decorating, designing)	Explores movement and dance with confidence	Uses imagination freely and purposefully across all areas of provision

Literacy

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

Add some marks to their drawings, which they give meaning to e.g. "That says mummy"

Enjoy drawing freely

Make marks on their picture to stand for their name

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Use some of their print and letter knowledge in their early writing

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

Engage in extended conversations about stories, learning new vocabulary

Use some of their print and letter knowledge in their early writing

Write some or all of their name

Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number – Cardinality & Counting 1.1 Accurate and consistent verbal counting to 5 Clap Clap Hands 1 2 3</p> <p>Measures 1.1 Understand and use specific attributes to compare height (tall and short rather than big and small) Hickory Dickory Dock</p> <p>Spatial Reasoning 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) Little Miss Muffet</p> <p>Shape 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws) The Hokey Cokey</p> <p>Sorting & Sequencing 1.1 Sort by a single property – colour Roses are Red, Violets are Blue</p>	<p>Number – Cardinality & Counting 2.1 one-to-one correspondence and cardinality to 3 Baa Baa Black Sheep</p> <p>2.2 subitising 1 and 2 2 Little Dickie Birds</p> <p>Measures 2.1 Understand and use specific attributes to compare length (long, short) Incy Wincy Spider</p> <p>Spatial Reasoning 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) Row, Row, Row Your Boat</p> <p>Shape 2.1 Explore construction with 3D shapes – combining shapes in two dimensions Humpty Dumpty</p> <p>Sorting & Sequencing 2.1 Sort by 2 properties – colour and size When Goldilocks Went to the House of the Bears</p>	<p>Number – Cardinality & Counting 3.1 one-to-one correspondence and cardinality to 5 Knocking Number Rhyme</p> <p>3.2 subitising 3 3 Blind Mice</p> <p>Measures 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Wind the Bobbin Up</p> <p>Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) The Grand Old Duke of York</p> <p>Shape 3.1 Explore pattern and picture making with 2D pattern blocks Twinkle Twinkle Little Star</p> <p>Sorting & Sequencing 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape) I Can Sing a Rainbow</p>	<p>Number – Cardinality & Counting 4.1 Begin to recognise numerals and match to sets 5 Currant Buns</p> <p>Measures 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) Jack and Jill</p> <p>Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) When I Was One</p> <p>Shape 4.1 Begin to notice properties of 3D shape and find shapes that are the same Wheels on the Bus</p> <p>Sorting & Sequencing 4.1 Simple AB sequences varying colour or size (continue and copy patterns) Wiggly Woo</p>	<p>Number – Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance 5 Monkeys Swinging in a Tree</p> <p>Number – Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking 5 Little Speckled Frogs</p> <p>Measures 5.1 Time – sequencing events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) Round the Mulberry Bush</p> <p>Spatial Reasoning 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along) Mary Had a Little Lamb</p> <p>Shape 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures Joanie Works with 1 Hammer</p> <p>Sorting & Sequencing 5.1 Simple AB sequences of sounds, actions and objects (make own patterns) Mary Mary Quite Contrary</p>	<p>Number – Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 1 2 3 4 5 Once I Caught a Fish Alive</p> <p>Number – Composition 6.1 Separate a group of three or four objects in different ways I Can Count Finger Rhyme</p> <p>Number – Comparison 6.1 Making equal sets 10 Fat Sausages</p> <p>Measures 6.1 Understand and use specific attributes for capacity (full, empty, part, full) I'm a Little Teapot</p> <p>Spatial Reasoning 6.1 Understand and use language of distance (far away, near, how far?) 5 Little Ducks</p> <p>Shape 6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes 10 Green Bottles</p>