

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
General Theme	Identity: My new class	Courage: I am brave!	Power:	Change:	Choices:	Community
<b>Key Texts</b>						
	Settling in Marvellous me! All about me - family	I am brave Christmas	Let's go on an adventure!	What does change mean? Looking at growing and changing	Choosing games	Who helps me in school? Working together

<b>Personal, social and emotional development</b>	<p>Shows growing confidence exploring the environment when a familiar adult is nearby.</p>	<p>Shows awareness of their own possessions (“mine”) and may defend them strongly.</p>	<p>Makes simple choices (e.g., choosing a toy )</p>	<p>Tries new activities with encouragement, showing increasing confidence.</p>	<p>Shows growing independence in daily routines (washing hands, putting on shoes).</p>	<p>Forms warm relationships with key adults</p>
	<p>Begins to express likes and dislikes through gestures, sounds, or simple words.</p>	<p>Attempts simple tasks independently, such as feeding or tidying.</p>	<p>Begins to use “me” or “I” when talking about themselves.</p>	<p>Begins to understand simple boundaries and routines with support.</p>	<p>Expresses a stronger sense of identity, preferences, and interests.</p>	<p>Starts to play alongside others, showing early interest in peers</p>
	<p>Responds to their own name and recognises themselves in photos or mirrors.</p>	<p>Begins to separate from carers with growing confidence</p>	<p>Shows pride when achieving something- may seek adult praise.</p>	<p>Starts to anticipate emotional responses (e.g., looks to adult when something goes wrong).</p>	<p>Shows awareness of their own abilities (“I can do it”).</p>	<p>Begins to understand simple routines and boundaries</p>
	<p>Shows strong emotions and relies on adults for comfort and regulation.</p>	<p>Begins to recognise basic emotions in others (happy, sad) through facial expressions.</p>	<p>Uses simple words or gestures to express feelings (“sad”).</p>	<p>Begins to calm down more quickly with adult support.</p>	<p>Accepts simple adult guidance and can follow one-step instructions.</p>	<p>Begins to manage small challenges with less frustration</p>
	<p>Reacts physically or vocally when frustrated or excited.</p>	<p>Seeks comfort from familiar adults when upset.</p>	<p>Notices when others are upset and may show early empathy</p>	<p>Manages short waiting times with reassurance.</p>	<p>Shows increasing ability to recover from emotional upsets with less adult intervention.</p>	<p>Begins to follow simple rules and expectations</p>
	<p>Plays alongside other children (parallel play) but may not yet interact directly.</p>	<p>Responds to familiar adults with smiles, gestures, or simple words.</p>	<p>Begins to engage in short moments of shared play with another child.</p>	<p>Begins to understand simple turn-taking</p>	<p>Begins to use simple strategies to manage feelings (holding a comfort item, moving away).</p>	<p>Shows early understanding that others may feel differently from them.</p>
	<p>Shows interest in other children by watching or copying them.</p>	<p>May struggle with sharing and turn-taking.</p> <p>Seeks adult support when conflicts arise.</p>	<p>Imitates peers’ actions and joins in simple group activities.</p> <p>Shows preference for certain children or familiar adults.</p>	<p>Uses simple language to communicate needs with peers.</p> <p>Engages in simple cooperative play (rolling a ball, building together).</p>	<p>Talks about their feelings with familiar adults using simple language.</p>	<p>Uses simple phrases to negotiate (“my turn”, “you have it”).</p> <p>Manages short turn-taking sequences with support.</p>

<p style="text-align: center;"><b>Communication and Language</b></p>	<p>Shows interest when adults speak, turning towards familiar voices.</p>	<p>Responds to simple cues such as their name or “stop”.</p>	<p>Maintains attention for slightly longer during short activities they enjoy.</p>	<p>Shows awareness when others are talking and may pause to listen.</p>	<p>Listens to short stories or instructions with increasing focus. Joins in with repeated phrases or actions in familiar rhymes.</p>	<p>Follow simple instructions and routines- for example ‘Put your coat on please.’</p>
	<p>Listens briefly to songs, rhymes, or stories when supported by an adult.</p>	<p>May become easily distracted and needs adult help to stay focused.</p>	<p>Begins to join in with familiar songs or actions during group times.</p>	<p>Can shift attention between two simple things with adult support</p>	<p>Responds appropriately to simple questions (“Where’s the ball?”).</p>	<p>Joins in with words and phrases from known rhymes.</p>
	<p>Watches others’ actions closely during play</p>	<p>Points to familiar objects or pictures when named.</p>	<p>Looks at adults when spoken to and attempts to follow visual cues.</p>	<p>Begins to understand simple descriptive words (big, hot, wet).</p>	<p>Follows two-step instructions with support (“get your cup and sit down”).</p>	<p>Shows growing ability to stay with an activity without constant prompting.</p>
	<p>Understands simple everyday words (cup, coat, teddy).</p>	<p>Shows understanding of simple routines and anticipates what comes next.</p>	<p>Understands simple questions (“What’s that?”, “Where’s mummy?”).</p>	<p>Responds to simple choices (“milk or water?”).</p>	<p>Understands a wider range of everyday vocabulary.</p>	<p>Notices environmental sounds and comments on them (“car”, “dog”).</p>
	<p>Follows one-step instructions with gestures (“get your shoes”).</p>	<p>May rely heavily on context clues to understand language.</p>	<p>Follows one-step instructions without needing gestures</p>	<p>Shows understanding of simple concepts like “in”, “on”, “up”</p>	<p>Uses short sentences of three or more words.</p>	<p>Responds to “who”, “what”, and “where” questions using actions or words.</p>
	<p>Uses single words to label familiar people, objects, and actions.</p>	<p>Uses intonation and expression even when words are unclear.</p>	<p>Uses two- to three-word phrases to express needs or ideas.</p>	<p>Tries new words and uses them in simple contexts.</p>	<p>Talks about familiar experiences (“went park”, “daddy work”).</p>	<p>Shows understanding of simple stories by pointing or commenting.</p>
	<p>Uses gestures, pointing, and sounds to communicate needs.</p>	<p>Begins to combine two words (“more juice”, “mummy go”).</p>	<p>Names familiar objects and actions during play.</p>	<p>Starts to talk about what they are doing during play.</p>	<p>Begins to use plurals, past tense, or simple grammar patterns (often imperfectly).</p>	<p>Begins to understand simple opposites (fast/slow, big/small).</p>
<p>Attempts to copy new words heard in play or routines.</p>		<p>Begins to use pronouns (“me”, “my”, “I”)</p>				

<b>Physical Development</b>	<p>Walks confidently and begins to run, though may be unsteady when stopping or turning.</p> <p>Climbs onto low furniture or equipment with determination.</p> <p>Pushes and pulls toys or objects while walking.</p> <p>Enjoys movement play such as spinning, jumping, or rocking.</p> <p>Begins to kick or throw a large ball with simple accuracy.</p>	<p>Runs with more control and can avoid simple obstacles.</p> <p>Climbs steps or small equipment using alternate feet with support.</p> <p>Jumps with both feet together, often from a low step or surface.</p> <p>Begins to balance briefly on one foot with adult modelling.</p> <p>Shows increasing coordination when kicking, throwing, or rolling a ball.</p>	<p>Moves confidently in a range of ways: running, climbing, jumping, and crawling.</p> <p>Navigates space safely, adjusting speed and direction with growing control.</p> <p>Attempts more challenging climbing equipment with supervision.</p> <p>Shows early balance skills, such as walking along a low beam or line.</p> <p>Throws and kicks balls with improved aim and strength.</p>
	<p>Uses whole-hand grasp to hold crayons, spoons, or toys.</p> <p>Turns pages in a board book, often several at a time.</p> <p>Builds simple towers using large blocks.</p> <p>Begins to use both hands together during play (holding and manipulating).</p> <p>Attempts to feed themselves with a spoon, though may spill.</p>	<p>Uses a more controlled grip when holding crayons or chunky pencils.</p> <p>Builds taller towers and begins simple construction with purpose.</p> <p>Turns pages one at a time with growing accuracy.</p> <p>Starts to use tools such as scoops, small jugs, or simple cutters in play.</p> <p>Shows early hand-eye coordination when threading large beads or posting shapes.</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>