

	Autumn Term		Spring Term		Summer Term		Links to Year 1
Com mu nic ati on an d Lan gua ge	<p>Skills: Use longer sentences of four to six words. Sing a large repertoire of songs. (10-15) Know many rhymes, be able to talk about familiar books, Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Skills: Develop social phrases. Listen to & talk about stories Learn & use new vocabulary Understand & how to listen carefully, & why listening is important. Learn rhymes, poems & songs. Engage in story times.</p>	<p>Skills: Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns</p>	<p>Skills: Describe events in some detail. Ask questions to find out more & to seek clarification Listen carefully to rhymes & songs, paying attention to how they sound. Use new vocabulary in different contexts. Articulate their ideas & thoughts in well-formed sentences. Retell a story they have developed a deep familiarity with - some as exact repetition & some in their own words.</p>	<p>Skills Develop their communication - may still be problems with irregular tenses & plurals, 'runned' for 'ran', 'swimmed' for 'swam' Understand why questions.eg.: "Why did the caterpillar get so fat?" To tell longer story. Develop their pronunciation may still be problems saying; r, j, th, ch, and sh multi-syllabic words 'pterodactyl' or 'hippopotamus' To express a point of view & debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>Skills: Engage with non-fiction books Connect one idea or action to another using connectives. Use talk to help work out problems & organise thinking & activities, & to explain how things work & why they might happen. Listen to & talk about non-fiction to develop a deep familiarity with new knowledge & vocabulary.</p>	<p>Listen & respond appropriately to adults & peers Ask relevant questions Maintain attention. Use relevant strategies to build their vocab. Articulate & justify answers/ arguments /opinions. Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising and exploring ideas.</p>
	<p>Knowledge: Know and sing simple songs and rhymes Talk about their actions and intentions</p>	<p>Knowledge: Recite nursery rhymes / poems / songs. Know a selection of stories & join in with parts Social phrases: good morning. Can I play?</p>	<p>Knowledge: Use vocabulary from a story to talk about it Serve and return of conversation</p>	<p>Knowledge: Retell familiar stories Suggest words that rhyme Ask & answer questions in sentences Retell journeys & plan routes.</p>	<p>Knowledge: Simple understanding that things have already happened or will happen (past, present, and future)</p>	<p>Knowledge: Explain how models in construction area are made. Talk about paintings / pictures. Use talk to describe changes & observations</p>	
	<p>Vocab: Song, nursery rhyme, book, story</p>	<p>Vocab: Listening, sitting, looking, story, poem Begin/ middle/ end. Topic related vocab</p>	<p>Vocab: Get, wait, pass, put</p>	<p>Vocab: Rhyme. Story, what, how, where, when, why, who. Topic related vocab</p>	<p>Vocab: why when what</p>	<p>Vocab: and/ because/ first / next / then Topic related vocab</p>	

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Personal Social & Emotional Development	<p>Skills:</p> <p>Increasingly follow rules, understanding why they are important. Talk about their feelings using words: happy/sad/angry/worried. Remember rules without needing an adult to remind them</p> <p>Blue Chameleon/The Smeds and The Moos</p>	<p>Skills:</p> <p>Manage their own needs including personal hygiene, handwash, coat, drink, eating & blow nose.</p> <p>See themselves as a valuable individual</p> <p>Begin to manage impulses & follow rules & routines</p>	<p>Skills:</p> <p>Become more outgoing with unfamiliar people, in safe context of setting.</p> <p>Select and use activities & resources, with help when needed. This helps them to achieve a goal they've chosen, or one suggested to them.</p> <p>Show more confidence in new social situations.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent meeting their own care needs: brushing teeth</p> <p>Make healthy choices about food, drink, activity, toothbrushing</p>	<p>Skills: Express own feelings & consider feelings of others</p> <p>Identify & moderate own feelings socially & emotionally.</p> <p>Build constructive & respectful relationships. Manage their own needs – changing</p> <p>Identify their own and others strengths</p> <p>Celebrate difference</p> <p>Showing gratitude</p>	<p>Skills:</p> <p>Play with one or more children, extending & elaborating play</p> <p>Be increasingly independent in meeting their own care needs: using the toilet, washing, and drying hands independently.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Find solutions to conflicts & rivalries. I.e, accepting not everyone can be Spiderman, offering other ideas.</p> <p>learn appropriate ways to be assertive</p> <p>Begin to talk with others to solve conflicts</p>	<p>Skills:</p> <p>Think about the perspectives of others.</p> <p>Show resilience & perseverance in the face of challenge.</p> <p>Manage their own needs - sun cream</p> <p>Resilience</p> <p>Understanding and setting goals</p>	<p>Identify good and not so good feelings</p> <p>Develop a vocabulary to describe feelings to others.</p> <p>Recognise and celebrate strengths.</p> <p>Make Healthy choices</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
	<p>Knowledge:</p> <p>Simple classroom rules and routines</p>	<p>Knowledge:</p> <p>Belonging to families, class & school Similarities & differences in families</p> <p>Self-regulation</p> <p>School rules / routine / values</p>	<p>Knowledge:</p> <p>Understanding of different emotions</p> <p>How to use classroom resources</p> <p>Importance of cleaning teeth</p> <p>Change own shoes</p>	<p>Knowledge:</p> <p>Emotion labelling</p> <p>What Is gratitude</p> <p>Why is listening important</p> <p>It is OK to be different</p>	<p>Knowledge:</p> <p>Hand washing sequence</p> <p>Put on and take off coat</p>	<p>Knowledge:</p> <p>Problem solving, goal setting</p> <p>Understanding and managing emotion</p> <p>Other people's opinions count</p> <p>Healthy relationships</p>	

	Vocab: happy, sad, angry, scared, feelings,	Vocab: Similar, belong, emotion words, wash, rules, individual, same, different	Vocab: role play/construction/mesy/ small world etc teeth, toothbrush, toothpaste	Vocab: Emotion words, different, thank you, friendship, hello	Vocab: Share, take turns/my turn, your turn, friends, fair	Vocab: Problem, solve, try again, resilience persevere, kindness	
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Physical Development	<p>Skills: Choose the right resources to carry out their own plan. Be increasingly independent in meeting their own care needs Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly use & remember sequences & patterns of movements which are related to music & rhythm. Make healthy choices about food, drink</p>	<p>Skills: Revise & refine the fundamental movement skills they have already acquired: rolling / crawling / walking / jumping / running / hopping / skipping / climbing. Further develop skills needed to manage the school day successfully: lining up & queueing / mealtimes / personal hygiene. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor Begin to form letters correctly Team Activities / Warm up Games Healthy Lifestyle Dance / Movement Fundamental Ball Skills</p>	<p>Skills: Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one handed tools and equipment, for example, making snips with scissors. Show preference for a dominant hand Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Skills: Develop small motor skills to use a range of tools well, safely & confidently: paintbrushes, scissors, cutlery etc Continue to form letters correctly Progress towards a more fluent style of moving, with developing control Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group. Develop overall strength, balance, coordination & agility. Further develop & refine a range of ball skills including throwing, catching, kicking, passing, batting & aiming - ball activities Dance</p>	<p>Skills: Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils</p>	<p>Skills: Combine movements with ease & fluency. Develop foundations of fast, accurate & efficient handwriting. Develop body strength, coordination, balance & agility needed to engage with future PE Sports Day races / games</p>	<p>Master basic movements Participate in team games. Ball skills – throwing, catching, aiming. ☑ Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>
	<p>Knowledge: Name healthy and unhealthy foods and drink</p>	<p>Knowledge: Jump off an object & land appropriately.</p>	<p>Knowledge: How to jump, skip, hop</p>	<p>Knowledge: Order in which to dress & undress for PE. How to put on a coat & zip it</p>	<p>Knowledge: Importance of exercise and rest</p>	<p>Knowledge: Have control over letter size when</p>	

	<p>Feed myself independently & competently Develop hand & arm strength → fine motor control Know how to queue in the line Know how to use toilet independently & wash hands correctly. To form recognisable letters</p>		<p>independently. To use appropriate equipment in PE sessions such as bats competently. Use knife & fork unprompted. Use scissors, pens, paintbrushes etc. safely & with control. To form recognisable letters independently</p>		<p>writing & keep them close to a line. Throw & catch a ball effectively To show different point balances Know & talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of 'screen time/sleeping</p>	
Vocab: Healthy, unhealthy/ sometimes and anytime foods	Vocab: Space jump / land bend healthy, pencil, grip, strong, strength	Vocab: Teamwork, pass, carry, skip, hop, jump,	Vocab: Dress / undress bat / racket / stick zip button, pencil, grip, strong, strength	Vocab: exercise, rest, balance, crawl, dressed, undressed	Vocab: Balance (point balance) throw / catch pencil, grip, strong, strength	