

	instruction that has two parts, such as: Get your coat and wait at the door. Listen to other people's talk with interest but can easily be distracted by other things. Can shift from one task to another if you fully obtain their attention, for example, by using their name. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Use longer sentences of four to six words.	• Modeling Listening: Signal when adults want children to listen by getting down to eye level, using soft physical touch (such as a gentle hand on a shoulder), and stating the child's name explicitly before giving a simple 1-part prompt. Model "dropping everything to listen" by freezing during sensory or physical play, turning towards a child or peer, and making clear eye contact or matching facial expressions to show complete presence. • Reinforcing Attention: Praise children who successfully pause their play, turn their head, or make eye contact when their name is called. Use immediate, concrete positive reinforcement (e.g., high-fives, thumbs-up, or cheerful verbal praise like <i>"Great looking, Maya!"</i>) when a child stops an activity to respond to a direct, 1-step or 2-step instruction supported by visual cues. Conversational Fluency and Social Phrases – SHREC & Intensive Interaction • Daily Talk Routines: Apply the SHREC approach (Share attention, Hear, Respond, Expand) and Intensive Interaction during arrival, snack time, and sensory exploration. Share attention by tuning directly into the child's non-verbal gestures, gaze, or mark-making. Respond warmly by echoing their early speech, babble, or single words, and expand their 1-word utterance into a 2-word phrase (e.g., if the child points and says <i>"Car"</i>, respond with <i>"Big car!"</i> or <i>"Red car goes vroom!"</i>). • Embedding Phrases: Model core, high-utility social phrases and functional language throughout everyday classroom transitions (e.g., <i>"More please"</i>, <i>"Help me"</i>, <i>"Bye-bye"</i>, <i>"My turn"</i>). Intentionally repeat back what children attempt to say, modeling clean speech sounds (like <i>p, b, m, w</i>) and correct grammar naturally without correcting or testing them directly. Vocabulary and Concept Building – Concrete & Visual Experiences • Direct Experiences: Identify core everyday nouns and sensory Tier 1/2 words prior to setting up play zones. Focus heavily on immediate concrete physical sensations, action verbs, and body names (e.g., <i>splash, squish, soft, cold, run, jump, bear, dark</i>) during direct hands-on exploration. • Picture Cue Cards & Communication Temptations: Pair concrete, real-world objects with simple photo cue cards during daily routines and snack choices. Use visual choice boards (e.g., milk vs. water) to prompt 2-word choices. Set up "communication temptations" (such as placing desirable toys in clear, sealed containers) so children are motivated to initiate talk, use gestures, or ask adults for <i>"Help"</i>. Literacy and Storytelling – Sensory Story Immersion • Sustained Engagement: Timetable dedicated, small-group storytimes at least once a day using a core list of high-quality picture books featuring repetitive structures, rhythm, and strong visual characters (e.g., <i>Can't You Sleep, Little Bear?</i>, <i>Hugless Douglas</i>). • Interactive Reading: Bring texts to life using physical sensory props (such as real lanterns, soft teddy bears, or feeling swatches). Pause during familiar refrains to invite children to fill in missing words or make animal noises, using exaggerated vocal expressions and facial postures to bring character emotions to life. Targeted Communication Support – WellComm Baseline & Early Screening • Screening and Gaps: Monitor early speech sound production and communication methods during the initial settling weeks, tracking children who rely purely on physical pulling, crying, or non-verbal gestures to communicate basic needs. Utilize WellComm screening toolkits to establish a clear baseline of understanding and spoken language. • Intervention: Identify children who display significant language delays, struggle to understand simple 1-step commands, or show a gap between their comprehension and spoken language. Put immediate daily speech interventions in place using small-group sensory play, visual cue cards, and intensive 1-to-1 interaction to rapidly close language gaps.
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Personal, social and emotional development									
Personal, social and emotional development	Select and use activities and resources, with help when needed.	Getting to know you.	Getting to know you.	Marvellous Me!	Marvellous Me!	I'm Special	I'm Special	People who are special to me	People who are special to me
	. Develop their sense of responsibility and membership of a community.			Unique Identity: Children will learn to recognise they are unique, explore diversity, and share personal perspectives.	Unique Identity: Children will learn to recognise they are unique, explore diversity, and share personal perspectives.	Children will learn to speak positively about themselves, name different feelings and their causes, and identify adults who can provide support.	Children will learn to speak positively about themselves, name different feelings and their causes, and identify adults who can provide support.	Recognise that individuals are unique.	Recognise that individuals are unique.
	Become more outgoing with unfamiliar people, in the safe context of their setting.			Body Awareness: The unit covers naming body parts.	Body Awareness: The unit covers naming body parts.	Critical Thinking: The curriculum emphasises developing critical thinking through open-ended questioning, which allows children to examine their thoughts, evaluate evidence, and understand perspectives.	Critical Thinking: The curriculum emphasises developing critical thinking through open-ended questioning, which allows children to examine their thoughts, evaluate evidence, and understand perspectives.	Describe various feelings and use this to manage relationships.	Describe various feelings and use this to manage relationships.
	Show more confidence in new social situations.							Understand that while families differ, they share commonalities such as providing love, security, and stability.	Understand that while families differ, they share commonalities such as providing love, security, and stability.
	Play with one or more other children, extending and elaborating play ideas.							Identify their special people and those who keep them safe.	Identify their special people and those who keep them safe.
	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.								
	Increasingly follow rules, understanding why they								

Physical development	Sitting unsupported on the floor. Leaning forward from a sitting position to pick up small toys. Take steps holding on to an adult.	Cosy Carpet Circle & Floor Rolling Games Focus Skill: Sitting unsupported on the floor Activities: Sitting unsupported on the carpet during circle time and snack routines without leaning against walls or furniture. Sitting cross-legged or in a stable "V" position on floor mats to roll large, soft rubber balls back and forth with an adult or peer. Key Skills Gained: Building core trunk stability; developing postural control and back strength necessary for sustained floor seating.	Soft Play Ramps & Assisted Walkways Focus Skill: Leaning forward from sitting & taking steps holding an adult Activities: Sitting on the carpet and leaning forward over their legs to scoop up small cars or wooden blocks placed just out of arm's reach. Practicing holding one or two hands with a trusted practitioner to walk along smooth indoor paths or soft play mats. Key Skills Gained: Dynamic sitting balance; shifting weight forward without tipping over; building confidence in upright weight-bearing while walking with adult support.	Soft Mat Crossing & Low Beam Stepping Focus Skill: Gross motor skills, static and dynamic balance, spatial awareness Activities: Stepping over low foam stepping stones and walking along wide, flat wooden planks raised just off the floor while holding an adult's hand or balancing independently. Pausing to stand still like a "flamingo" or "tree" on a soft gym mat for 2 to 3 seconds before stepping forward. Key Skills Gained: Balancing on uneven or narrow surfaces; developing vestibular tracking; adjusting body position to stay upright while moving.	Bubble Tracking, Reaching & Bending Focus Skill: Hand-eye coordination, tracking objects, reaching, and bending Activities: Visually tracking bubbles blown high and low by an adult, stretching arms upward above head height to pop them. Bending down from a standing position or leaning forward from sitting to catch or pop low-floating bubbles on the floor before they burst. Key Skills Gained: Visual tracking of moving targets; spatial awareness; bending at the hips and knees while maintaining balance.	Animal Movements & Musical Auditory Stops Focus Skill: Agility, body control, stopping on cue (auditory processing) Activities: Moving across the carpet like different animals: stomping like heavy elephants, crawling on hands and knees like bears, and hopping like frogs. Dancing freely to music and freezing completely in place the moment the music stops or an adult beats a drum. Key Skills Gained: Rapid deceleration and physical self-control; linking auditory cues directly to physical stopping; exploring diverse motor pathways.	Propelling Targets & Leg Drive Focus Skill: Object control, launching/propelling, and bilateral coordination Activities: Holding soft beanbags with two hands or a single hand and swinging arms forward to launch them into large floor hoops or wicker baskets. Standing in front of a stationary large ball and using one leg to kick it forward into a laundry basket goal. Key Skills Gained: Underarm throwing mechanics; single-leg stance balance while swinging the opposite leg to kick; hand-eye and foot-eye coordination.	Wall & Floor Target Squatting Focus Skill: Pincer grasp (fine motor), reaching, stretching, and squatting Activities: Squatting down low to peel brightly colored sticky notes off floor mats or skirting boards, then standing up tall to stretch and stick them high up on a wall display. Reaching under low tables from a sitting or kneeling position to retrieve hidden sticky notes. Key Skills Gained: Quadriceps and gluteal strength through full deep squats; transitioning smoothly between low squatting and tall standing without falling.	Combined Gross Motor Circuit Focus Skill: Spatial orientation, climbing, and putting all skills together # Activities: Crawling through large cardboard tunnels, climbing over low foam blocks, stepping into and out of shallow wooden crates, and balancing across a flat plank. Completing the circuit alongside peers, practicing queuing, taking turns, and navigating around obstacles safely. Key Skills Gained: Motor planning; spatial reasoning; combining climbing, crawling, balancing, and stepping into a fluid movement sequence.
Fine motor	Passing from one hand to the other. Picking up small objects between thumb and fingers. Holding a pen or crayon using whole grasp.	Sensory Squeeze Trays & Playdough Priming Focus Skill: Whole-Hand Palmar Grasp & Tactile Processing Activities: Submerging	Vertical Sweeps & Large Muscle Control Focus Skill: Arm Extension & Shoulder Socket Stability Activities: Using large wet	Midline Crossing Bucket Challenge Focus Skill: Passing objects from one hand to the other (midline crossing) Activities: Sitting on the floor	Kitchen Whisk Rescue & Ice Cube Tray Sorting Focus Skill: Picking up small objects between thumb and fingers (pincer grasp) Activities:	Whole-Grasp Floor & Easel Painting Focus Skill: Holding a pen or crayon using a whole grasp (palmar grasp) Activities: Gripping short,	Rice Digging & Hand-to-Hand Sorting Focus Skill: Picking up small objects & Hand-to-hand transfer Activities:	Secret Treasure Unwrapping & Foil Ball Toss Focus Skill: Whole grasp strength and hand-to-hand coordination Activities:	Combined Fine Motor Circuit Focus Skill: Combining pincer grasp, palmar grasp, and hand transfer Activities: Peeling thick

		fingers, hands, and forearms in deep trays of wet cornflour or warm jelly, using whole-hand sweeps to move materials across the surface. Squeezing, squishing, and pulling large balls of soft playdough using both hands simultaneously to explore texture and resistance. Key Skills Gained: Building whole-hand palmar grip strength; skin-surface tactile processing; establishing hand muscle tone and comfort in the new setting.	sponges with two hands to sweep and wash vertical windows or outdoor fences above chest height. Holding thick, chunky chalks in a whole palmar grasp to draw large, continuous circles on wall-mounted chalkboards. Key Skills Gained: Developing proximal shoulder socket stability; building arm endurance on vertical planes; encouraging early cross-midline arm sweeps.	between two buckets. Reaching across the body with one hand to scoop up heavy wooden blocks or plastic animals, passing them to the opposite hand at the body's midline, and dropping them into the second bucket. Passing large rubber balls down a line of peers, receiving the ball with two hands and transferring it across the body to hand to a friend. Key Skills Gained: Crossing the body's vertical midline; developing hand-to-hand coordination; strengthening two-handed cooperation.	Using thumb and index finger (pincer pinch) to pull soft yarn or colourful pom-poms out from inside wire kitchen whisks. Pinching small counting buttons or pom-poms and carefully dropping them into narrow compartments of ice cube trays or muffin tins. Pinching and peeling large, thick stickers off plastic backing sheets to stick onto paper strips. Key Skills Gained: Isolating the thumb and index finger; refining tip-to-tip pincer precision; improving fine visual-motor accuracy.	thick triangular crayons or chunky markers in a firm whole-hand palmar grasp to make big, sweeping marks across large rolls of paper spread on the floor. Using wide-handled decorators' brushes dipping into thick paint to make bold vertical and horizontal strokes on wall easels. Key Skills Gained: Stabilising a writing tool using a functional palmar grasp; building forearm rotation and wrist steering control; connecting physical hand pressure with visible mark-making.	Running hands through deep trays of dry lentils or rice to locate hidden plastic glass pebbles, pinching them out with fingers. Picking up a pebble with the dominant hand, transferring it into the non-dominant hand, and dropping it into a narrow-necked plastic bottle. Key Skills Gained: Combining pincer isolation with smooth hand-to-hand object transfer; refining tactile discrimination without relying purely on sight.	Using thumbs, fingers, and both hands together to peel and unwrap thick kitchen foil wrapped around small toy animals. Squeezing and crumpling sheets of foil firmly between both palms using a whole-hand grip to form dense, round metallic balls, then passing them from hand to hand. Key Skills Gained: Building intrinsic hand muscle strength through heavy resistance; developing two-handed oppositional force (one hand holds while the other pulls).	masking tape or stickers off a roll using a fine pincer pinch. Transferring ribbons or tape strips from one hand to the other across the body. Pressing the tape down onto long paper tracks using a whole-hand palmar press to complete a group "ribbon road." Key Skills Gained: Integrating multiple fine motor grip types (pincer, palmar, hand-to-hand transfer) in sequence; demonstrating control and independence with fine motor tools.
Skills for outside	Negotiating Uneven Terrain Two-Footed Jumping Pedaling and Pushing Rolling and kicking a large ball.	Getting to Know You (Settling & Perimeter Exploration) Focus Skill: Walking and crawling across varied outdoor surfaces (grass, gravel, wood bark chippings, and paving) while exploring the outdoor boundary safely with an adult nearby. Navigating low-pressure, curved chalk lines drawn on the playground surface	Getting to Know You (Settling & Perimeter Exploration) Focus Skill: Walking and crawling across varied outdoor surfaces (grass, gravel, wood bark chippings, and paving) while exploring the outdoor boundary safely with an adult nearby. Navigating low-pressure, curved chalk lines drawn on the playground surface	Theme / Activity: Slopes, Mounds, and Hollows Focus Skill: Negotiating Uneven Terrain & Elevation Adjustments Activities: Walking, crawling, and stepping up and down low grass embankments, natural mounds, and shallow sandpit edges. Stepping carefully into and out of	Puddle Hoppers & Log Leaps Theme / Activity: Two-Footed Jumping & Landing Focus Skill: Two-Footed Jumping (Static to Dynamic) Activities: Bending knees and jumping on the spot with two feet landing together on soft grass. Jumping off a low, flat surface (such as a flat wooden	The Great Wheelbarrow & Trike Push Theme / Activity: Push & Ride Traffic Track Focus Skill: Pedalling and Pushing (Wheeled Resources) Activities: Pushing weighted wheelbarrows, carts, and lawnmowers filled with outdoor loose parts (pinecones, logs) along flat pathways.	Giant Ball Rollers & Goal Kickers Theme / Activity: Large Ball Control & Propel Focus Skill: Rolling and Kicking a Large Ball Activities: Sitting or standing opposite a peer or practitioner on grass, using two hands to push and roll a large light playground ball back and forth. Practicing stepping up to a stationary	The Outdoor Adventure Trail (Combined Skills Challenge) Theme / Activity: Combined Outdoor Obstacle Circuit Focus Skill: Combining Terrain Negotiation, Jumping, Pushing, and Kicking Activities: A fun, low-pressure outdoor mini-circuit: walk over the grass mound (terrain), jump over two	Theme / Activity: Outdoor Community Clean-Up & Spatial Navigation Focus Skill: Consolidating Terrain Negotiation, Bending/Lifting, Wheeled Pushing, and Spatial Control Activities: Navigating the outdoor classroom perimeter while carrying or pushing outdoor equipment back to designated storage zones or

		to practice keeping balance while walking outdoors. Key Skills Gained: Adjusting body weight and foot placement on uneven ground; building ankle stability and spatial confidence outdoors.	to practice keeping balance while walking outdoors. Key Skills Gained: Adjusting body weight and foot placement on uneven ground; building ankle stability and spatial confidence outdoors.	low-rimmed mud hollows, puddles, or soft bark pits with adult hand-support where needed. Key Skills Gained: Developing lower-body strength, eccentric balance, and spatial awareness when moving over shifting surface levels.	decking board or low garden stepping log) onto soft bark, focusing on "soft knees" when landing. Key Skills Gained: Generating spring force using both legs simultaneously; learning to absorb impact safely when landing on two feet.	Mounting sit-on trikes or balance vehicles, using two feet to push off the ground to roll forward along a marked chalk track. Key Skills Gained: Building leg drive and glute strength; coordinating steering while propelling a moving vehicle load forward.	large ball and using one foot to kick it forward into a wide chalk target or low basket goal. Key Skills Gained: Visual tracking of a moving object; single-leg stance balance while swinging the opposite leg to make foot-to-ball contact.	chalk lines (two-footed jump), push a weighted cart to the bin (pushing), and kick a large ball into the net (kicking). Key Skills Gained: Sequencing physical gross motor actions; demonstrating confidence, spatial orientation, and physical self-control in an outdoor setting.	silhouette bays. Collecting large natural autumn loose parts (heavy logs, pinecones, large balls) from uneven grass or bark areas and transporting them using wheelbarrows, carts, or two-handed carries. Bending down to scoop up large balls from the grass and rolling or kicking them into storage nets. Key Skills Gained: Demonstrating physical control, balance, and spatial awareness while handling loads on uneven ground; consolidating outdoor community routines and physical independence.
Literacy -Reading	Enjoy songs and rhymes, tuning in and paying attention; Pay attention to more than one thing at a time; Understand the 5 key concepts about print (print has meaning, print has different purposes). Interested in books, rhymes,	Tuning into background sounds; discovering the book area as a calm, cosy space. Learning Objective: To pause play, listen, and point to or name a familiar sound; to handle a board book with care alongside an	Isolating and naming specific animal/environmental sounds; practising holding thick board books right-side up and turning pages carefully. Learning Objective: To pause play, listen, and point to or name a familiar	Exploring instrumental sounds; noticing the difference between loud and quiet through sensory story props (<i>Can't You Sleep, Little Bear?</i>). Learning Objective: To shake or tap an instrument to make	Exploring Volume (Loud & Quiet) & Engaging with Story Props. Body percussion; clapping hands and stamping feet to match story beats, and pointing out illustrations. Learning Objective: To shake or tap an instrument to make	Core nursery rhyme immersion; copying simple body gestures and physical refrains to regular songs. Learning Objective: To join in with physical actions or key words during familiar nursery rhymes; to recognise their	Environmental print awareness; linking spoken names to personal photo cards and recognising familiar symbols around the room. Learning Objective: To join in with physical actions or key words during familiar nursery	Exploring character pitch and tone using <i>Hugless Douglas</i>; identifying character emotions (happy/sad) and touching story textures Learning Objective: To point to main characters and make a matching	Story retelling using puppets and props; building auditory memory through repeated story refrains and rhyme consolidation. Learning Objective: To point to main characters and make a matching facial expression;

	and songs; Handles books with care and understands that print holds meaning; Listens to simple stories and responds to pictures. Phase 1 Phonics Focus: Aspect 1 (Environmental Sounds), Aspect 2 (Instrumental Sounds), and Aspect 3 (Body Percussion)	adult. Essential Knowledge: Understanding that the world around us is full of different sounds that we can listen to, and that books contain pictures we can look at. Essential Skills: Stopping physical movement when hearing a target sound; holding a chunky board book right-side up and turning pages one-by-one.	sound; to handle a board book with care alongside an adult. Essential Knowledge: Understanding that the world around us is full of different sounds that we can listen to, and that books contain pictures we can look at. Essential Skills: Stopping physical movement when hearing a target sound; holding a chunky board book right-side up and turning pages one-by-one.	a sound, noticing the difference between loud and quiet; to point to main story characters when prompted. Essential Knowledge: Knowing that we can make loud or quiet sounds with instruments or our bodies, and that picture books tell a story about characters. Essential Skills: Shaking a shaker gently for quiet and firmly for loud; pointing to Little Bear in the storybook when an adult asks "<i>Where is bear?</i>"	a sound, noticing the difference between loud and quiet; to point to main story characters when prompted. Essential Knowledge: Knowing that we can make loud or quiet sounds with instruments or our bodies, and that picture books tell a story about characters. Essential Skills: Shaking a shaker gently for quiet and firmly for loud; pointing to Little Bear in the storybook when an adult asks "<i>Where is bear?</i>"	own photo on their coat peg or registration mat. Essential Knowledge: Knowing that nursery rhymes have repeated words and tunes we can sing, and that signs/photos tell us who or what something is. Essential Skills: Copying physical actions (e.g., climbing fingers for <i>Incy Wincy Spider</i>); locating their own photo card during morning registration.	rhymes; to recognise their own photo on their coat peg or registration mat. Essential Knowledge: Knowing that nursery rhymes have repeated words and tunes we can sing, and that signs/photos tell us who or what something is. Essential Skills: Copying physical actions (e.g., climbing fingers for <i>Incy Wincy Spider</i>); locating their own photo card during morning registration.	facial expression; to hold a character prop and make a corresponding story sound effect or gesture. Essential Knowledge: Knowing that story characters feel emotions (happy, sad, needing a hug), and that toys/puppets can be used to tell a story over and over. Essential Skills: Mirroring Douglas's "happy" or "sad" facial expression in a mirror; using a bear puppet to act out a hug during shared reading.	to hold a character prop and make a corresponding story sound effect or gesture. Essential Knowledge: Knowing that story characters feel emotions (happy, sad, needing a hug), and that toys/puppets can be used to tell a story over and over. Essential Skills: Mirroring Douglas's "happy" or "sad" facial expression in a mirror; using a bear puppet to act out a hug during shared reading.
Literacy -Writing	Make large-muscle movements like waving flags and streamers, or painting on walls, floors, or outdoor surfaces. Pass objects from one hand to the other. Pick up small objects between thumb and fingers (pincer grasp). Notice that their marks have meaning and give meaning to the marks they make.	Proximal Stability & Whole-Arm Movements Explicit Weekly Focus: Shoulder Socket Strength & Large Muscle Sweeps Proximal Stability & Whole-Arm Movements Large-scale sensory resistance; using shoulders and full arms to sweep across wide surfaces. Learning Objective: To use whole-arm sweeps across large surfaces, building	Proximal Stability & Whole-Arm Movements Explicit Weekly Focus: Shoulder Socket Strength & Large Muscle Sweeps Proximal Stability & Whole-Arm Movements Vertical mark-making; building arm extension endurance by working on surfaces above chest height. Learning Objective: To use whole-arm sweeps across large	Hand Muscle Strength & Bilateral Coordination. Malleable resistance; squeezing, pounding, and pulling dense materials to build intrinsic hand muscle tone. Learning Objective: To squeeze, pull, and press dense materials using a whole-hand palmar grasp. Essential Knowledge: Knowing that	Hand Muscle Strength & Bilateral Coordination. Crossing the midline & hand-to-hand transfer; passing objects between hands and lining items side-by-side. Learning Objective: To squeeze, pull, and press dense materials using a whole-hand palmar grasp. Essential Knowledge: Knowing that pressing,	Finger Isolation & Pinch Resistance. Index finger isolation; pressing buttons, squeezing pipettes, and using trigger spray bottles. Learning Objective: To isolate index fingers and use pincer grasps (thumb and finger) to manipulate materials. Essential Knowledge: Understanding that individual fingers can press, pinch, or pull	Finger Isolation & Pinch Resistance. Tearing and ripping resistance; using thumb and index finger opposition to rip materials. Learning Objective: To isolate index fingers and use pincer grasps (thumb and finger) to manipulate materials. Essential Knowledge: Understanding that individual fingers can press, pinch, or pull	Tool Manipulation & Assigning Meaning to Action. Hand-over-hand tools; using mallets, scoops, stampers, and large wooden spoons to transfer materials. Learning Objective: To use simple motor tools safely to push, scoop, or stamp, explaining what their physical action represents. Essential Knowledge: Realising that moving a tool or	Tool Manipulation & Assigning Meaning to Action. Assigning oral meaning to physical actions; connecting a physical movement or mark with a spoken thought. Learning Objective: To use simple motor tools safely to push, scoop, or stamp, explaining what their physical action represents. Essential Knowledge: Realising that

		shoulder and core muscle strength. Essential Knowledge: Understanding that our arms and shoulders move our hands across space to create large physical paths. Essential Skills: Moving whole arms in continuous circles or horizontal lines on vertical or floor-level surfaces.	surfaces, building shoulder and core muscle strength. Essential Knowledge: Understanding that our arms and shoulders move our hands across space to create large physical paths. Essential Skills: Moving whole arms in continuous circles or horizontal lines on vertical or floor-level surfaces.	pressing, squeezing, or pulling objects changes their shape and builds hand power. Essential Skills: Pounding potter's clay or firm dough; transferring an item from one hand to the other across the centre of their body.	squeezing, or pulling objects changes their shape and builds hand power. Essential Skills: Pounding potter's clay or firm dough; transferring an item from one hand to the other across the centre of their body.	independently from the rest of the hand. Essential Skills: Squeezing liquid droppers or spray triggers; using two hands together to rip thick card or paper.	independently from the rest of the hand. Essential Skills: Squeezing liquid droppers or spray triggers; using two hands together to rip thick card or paper.	making a physical impression can represent a story, sound, or object. Essential Skills: Hammering golf tees into clay; making physical impressions with stampers and verbally describing the action (e.g., "Vroom!", "Thump!").	moving a tool or making a physical impression can represent a story, sound, or object. Essential Skills: Hammering golf tees into clay; making physical impressions with stampers and verbally describing the action (e.g., "Vroom!", "Thump!").
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Mathematics	Combine objects like stacking blocks and nesting cups; React to changes in amount, such as an object being added or taken away; Compare sizes and weights using gesture and language like 'big/little' or 'heavy/light'; Notice patterns and arrange shapes; Explore 2D and 3D space. Fits objects into holes and shapes; Notices small quantities (1 or 2) without counting (perceptual subitising); Enjoys filling and	Settling In, Spatial Awareness & Container Play Explicit Weekly Focus: Exploring Spatial Relationships, Filling & Emptying (Settling In): Finding comfort in the environment; exploring containers, nesting cups, and fitting objects inside spaces. Learning Objective: To explore how objects fit into spaces, filling and emptying containers during continuous play. Essential Knowledge: Understanding that	Settling In, Spatial Awareness & Container Play Explicit Weekly Focus: Exploring Spatial Relationships, Filling & Emptying Exploring size and capacity; filling, dumping, and scooping loose parts between large and small containers. Learning Objective: To explore how objects fit into spaces, filling and emptying containers during continuous play. Essential Knowledge: Understanding that objects take up	Matching, Sorting & Attribute Comparison Explicit Weekly Focus: Noticing Similarities, Differences & Sorting Matching identical pairs (colour, shape, or object type) during concrete sensory play. Week 4 Focus: Sorting loose parts into simple categories (e.g., big vs. little, red vs. blue). Learning Objective: To match two identical objects and sort items by a simple visual attribute	Matching, Sorting & Attribute Comparison Explicit Weekly Focus: Noticing Similarities, Differences & Sorting Sorting loose parts into simple categories (e.g., big vs. little, red vs. blue). Learning Objective: To match two identical objects and sort items by a simple visual attribute (size or colour). Essential Knowledge: Knowing that some things are the same and some things are different.	Perceptual Subitising (1 & 2) & Quantity Awareness Explicit Weekly Focus: Noticing Small Amounts (1 and 2) & Quantity Changes Noticing "one" and "two" without counting (perceptual subitising) using real-world items. Learning Objective: To instantly recognise 1 or 2 objects by eye and react when an object is added or removed. Essential Knowledge: Understanding that "one" means a single object, "two"	Perceptual Subitising (1 & 2) & Quantity Awareness Explicit Weekly Focus: Noticing Small Amounts (1 and 2) & Quantity Changes Reacting to changes in quantity; noticing when an item is added or taken away. Learning Objective: To instantly recognise 1 or 2 objects by eye and react when an object is added or removed. Essential Knowledge: Understanding that "one" means a single object, "two"	Exploratory Patterning & Weight/Texture Comparison Explicit Weekly Focus: Experiencing Rhythms, Repeated Patterns & Weight Exploring heavy and light materials; experiencing physical weight differences in their hands. Learning Objective: To notice weight differences (heavy/light) and join in with simple physical or visual repeating patterns. Essential Knowledge: Knowing that some	Exploratory Patterning & Weight/Texture Comparison Explicit Weekly Focus: Experiencing Rhythms, Repeated Patterns & Weight Experiencing simple physical patterns (AB rhythms like <i>tap-clap</i> or alternating two colours in a line). Learning Objective: To notice weight differences (heavy/light) and join in with simple physical or visual repeating patterns. Essential Knowledge:
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	emptying containers; Categorises objects by simple visual attributes (colour, size, shape). Mathematics for 2-year-olds must be entirely embedded in physical sensory play, continuous provision, and adult-modelled language during real-world interactions.	objects take up space and can fit inside, on top of, or under other things. Essential Skills: Pushing an object through a matching hole; tipping water/sand out of a bucket and filling it up again.	space and can fit inside, on top of, or under other things. Essential Skills: Pushing an object through a matching hole; tipping water/sand out of a bucket and filling it up again.	(size or colour). Essential Knowledge: Knowing that some things are the same and some things are different. Essential Skills: Grouping all the "big" bears together; matching a red ball to a red bowl.	Essential Skills: Grouping all the "big" bears together; matching a red ball to a red bowl.	means a pair/couple, and amounts change when we add or take away. Essential Skills: Holding up 1 or 2 fingers when offered snacks; noticing when a hidden toy disappears from under a blanket.	means a pair/couple, and amounts change when we add or take away. Essential Skills: Holding up 1 or 2 fingers when offered snacks; noticing when a hidden toy disappears from under a blanket.	objects feel heavy while others feel light, and that patterns repeat over and over. Essential Skills: Lifting a heavy log vs. a light feather; tapping a drum in a simple 2-beat repeating pattern (<i>banging-soft</i>).	Knowing that some objects feel heavy while others feel light, and that patterns repeat over and over. Essential Skills: Lifting a heavy log vs. a light feather; tapping a drum in a simple 2-beat repeating pattern (<i>banging-soft</i>).
Understanding the world Prior learning	Children need to have experienced secure attachments at home and recognise the primary carers who drop them off and pick them up daily. Children should have spent time in the setting during settling-in sessions, learning to separate from carers and accept comfort from their key person. Toddlers need an awareness of their own body parts (pointing to eyes, feet, hands) and the physical experience of outgrowing things (e.g., shoes getting tight, clothes feeling snug). Routine exposure to the classroom. Children should already know where high-traffic areas are by habit (e.g., where to wash hands, where the snack table is, where the nappies are changed). Daily outdoor play where children have naturally encountered weather changes (feeling rain, wind, or sun on their skin) and collected items in the garden or park out of curiosity Children should have basic fine motor experience stacking bricks or nesting objects inside each other during free play, alongside spotting birds, minibeasts, or dogs outdoors. Experience looking at picture books featuring animals in trees or forests, and feeling comfortable touching natural elements like grass and soil in the outdoor area. Daily routines that involve temperature changes, such as feeling warm bathwater, blowing on warm food, or washing hands with warm water.								
Development Matters	Begin to make sense of their own life-story and family's history; Explore materials using all their senses; Explore the natural world around them; Notice detailed features of objects in their environment; Express curiosity about people and show interest in familiar objects/stories. Is curious about	People in My Pre-School (Geography & Community) Focus: Identifying familiar adults and navigating the immediate classroom. Learning Objective: To recognise and name their key person and know where essential classroom items	People in My Pre-School (Geography & Community) Focus: Identifying familiar adults and navigating the immediate classroom. Learning Objective: To recognise and name their key person and know where essential classroom items	Growth – When I Was Smaller (History & Self-Identity) Focus: Observing physical differences over time using personal items. Learning Objective: To notice that they have grown bigger by looking at baby clothes and baby photographs.	Exploring Our Play Zones (Geography & 3D Spatial Layouts) Focus: Understanding classroom geography by building 3D representations of play areas. Learning Objective: To arrange blocks or small-world items to represent different play zones in their classroom.	Autumn Textures & Treasures (Science & Seasonal Changes) Focus: Collecting, handling, and describing natural autumn items outdoors. Learning Objective: To collect and explore natural autumn items outdoors using their senses.	Homes for Animals & People (History/Architecture & Shelters) Focus: Comparing domestic human homes with animal shelters using non-fiction images and construction. Learning Objective: To explore pictures of animal homes (nests, burrows) and human houses, building simple shelters	Off to the Woods (Geography & Contrasting Terrains) Focus: Exploring sensory woodland environments that contrast with their everyday classroom/home streets. Learning Objective: To explore a simulated woodland sensory environment, pointing out trees, soil, and forest	Cold Hands & Melting Ice (Science & State Changes) Focus: Investigating natural processes by feeling solid ice change into liquid water. Learning Objective: To observe and describe what happens when solid ice is touched or left in a warm room

	people and shows interest in stories about familiar people/animals; Begins to remember their way around familiar environments; Notices detailed features of objects and talks about observed plants/animals.	are kept.	are kept.					animals.	
Essential knowledge		Knowing the names of the adults who care for them at nursery and understanding that these adults keep them safe and help them. Pointing to or naming their key practitioner; walking directly to high-traffic areas (snack table, toilet, coat peg) when prompted.	Knowing the names of the adults who care for them at nursery and understanding that these adults keep them safe and help them. Pointing to or naming their key practitioner; walking directly to high-traffic areas (snack table, toilet, coat peg) when prompted.	Understanding that they used to be small babies and are growing bigger as time passes. Comparing a baby shoe/vest to their current size; holding up baby photos and pointing to themselves.	Realising that a small toy brick or figure can stand for a real, larger area or object in their classroom. Placing toy figures inside a block enclosure to represent the home corner or book area.	Knowing that leaves fall from trees in autumn and change colour (to yellow, brown, or red). Gathering leaves and pinecones outdoors; using hands to crunch dry leaves and feeling smooth vs. rough textures.	Understanding that humans live in houses/flats and animals build nests, burrows, or dens to stay dry and safe. Stacking blocks or weaving straw/sticks to build a "house" or "nest" for a toy animal.	Knowing that a forest or woods is a place filled with lots of wild trees, soil, and woodland animals. Touching real soil, moss, and bark in a sensory tray; identifying woodland toy animals (bears, owls, foxes).	Knowing that ice feels cold to touch and will melt into wet water when warmed up by hands or room air. Holding an ice cube in palms; watching ice slide and melt into liquid pools.
Progression links Pre-School		Name and describe people who are familiar to them within their school community.	Name and describe people who are familiar to them within their school community.	Comment on images of familiar situations in the past and sequence personal growth.	Draw information from a simple map or bird's-eye view of an environment.	Understand the effect of changing seasons on the natural world around them.	Compare and contrast settings and domestic situations from stories or the past.	Recognise some environments that are different from the one in which they live.	Explore the natural world around them (specifically tracking: observe and interact with natural processes like ice melting).
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Expressive arts and design Prior learning		Children need to have experienced initial sensory mark-making at home or in play, moving from accidental brushing against surfaces to using a whole-hand palmar grasp to hold a chunky crayon, stick, or large paintbrush. Toddlers should have an awareness of basic physical cause-and-effect, experiencing how a heavy physical movement or bang creates an instant sound or visual mark (e.g., banging a wooden spoon on a saucepan or pressing hands into wet food/paint). Children should have basic fine motor experience transitioning from simply demolishing towers built by adults to attempting to balance and stack 2 or 3 large, soft blocks before they tip. Routine exposure to varied sensory textures at home or outdoors, feeling comfortable touching, squishing, and patting raw materials like playdough, wet sand, water, and mud using their whole hands. Children need to have experienced visual tracking of bright, high-contrast objects in their environment, such as watching water splash, paint slide, or bubbles float and burst. Daily exposure to music and rhythmic sounds, showing an automatic physical response like bouncing, swaying, or clapping their hands when hearing familiar nursery rhymes or tunes. Experience of early imitative play from everyday home routines, such as pretending to talk on a phone, feeding a teddy with a spoon, or stirring a pot during free play.								
Development Matters		The child shifts from accidental brushing against the page to using their shoulder and core muscles to sweep a dark marker deliberately across a contrasting surface. Children practice the physical constraint needed to stop a line intentionally, laying the groundwork for “creating closed shapes with continuous lines to represent objects” as they get older. The child is moving beyond just knocking things over to actively balancing, stacking, and manipulating heavy (clay) versus solid (wood) textures. Explore different materials and	Week 1: Giant Monochrome Floor Marks Learning Objective: To explore how applying physical pressure with a tool creates lines and marks on a surface. Focus: Note the child’s grip (palmar vs. digital) and whether their arm movements are wide and linear or starting to become smaller and circular.	Week 2: Trapping the Animals Learning Objective: To intentionally control where a mark begins and ends to form an enclosed space. Focus: Watch for the moment the child deliberately lifts the marker off the page to stop a line, rather than dragging it continuously.	Week 3: Clay and Wooden Block Sculptures Learning Objective: To use wrist stability to press, stack, and balance objects vertically. Focus: Observe how many blocks (2 to 4) the child can stack and release independently before the structure tips over.	Week 4: Sticky Tape Rail Tracks Learning Objective: To line up objects side-by-side using early spatial tracking. Focus: Notice if the child purposefully places blocks next to each other horizontally, moving away from purely random piling or scattering.	Week 5: Neon vs. Shadow Pipette Art Learning Objective: To visually track moving liquids while using a hand-squeeze action. Focus: Look for a sustained visual focus as the child watches the bright, contrasting paint drop and spread across the paper.	Week 6: Squish-Bag Colour Fusion Learning Objective: To observe and identify changes in materials caused by physical actions. Focus: Note how the child reacts (verbally or through gestures) to the "cause and effect" moment when two distinct colours merge into a new one.	Week 7: Storytelling Stampers Learning Objective: To use a physical mark or print to represent a real-world object or action. Focus: Listen for any spontaneous language, sound effects (e.g., "vroom"), or gestures that show the child is using the paint mark to communicate a story.	Week 8: Resonating Shaker Art Learning Objective: To respond to rhythm by combining sound-making with physical mark-making. Focus: Check if the child can coordinate their physical movements (banging or shaking) in response to the music while recognising the marks left behind.

	tools Explore different materials, using all their senses to investigate them. Start to develop pretend play, pretending that one object represents another Explore a range of soundmakers and instruments and play them in different ways.								
Essential knowledge		Friction and Force. Applying more force (pressing harder) makes a darker, thicker mark. Sliding a dry tool across paper creates resistance (friction) they can feel in their arm.	An enclosed line creates a "barrier" separating "inside" from "outside."	Objects need a stable base to stand up against gravity. Different materials have different properties—clay is malleable (squishy and changes shape under pressure), while wood is rigid and holds its shape.	Sticky surfaces exert a pull (adhesion) that holds objects in place. Objects can be arranged horizontally (side-by-side) to create continuous paths.	Liquids flow and pool together. Paper is porous and absorbs liquid, causing the wet colour to spread outwards. Squeezing the pipette pushes air out, and releasing it draws liquid in (vacuum pressure).	Some materials can blend together to form something entirely new. Yellow and blue pigments mix to create green. This change is irreversible.	A three-dimensional object leaves a flat, two-dimensional "stamp" of its underside.	Shaking or hitting an object transfers energy, causing it to vibrate and create sound. More force (hitting harder) creates a louder sound and a larger visual mark.
Progression links Pre-School		The child moves from simply feeling the force to varying pressure intentionally for a purpose	They use these enclosed shapes to represent actual things. A circle is no longer just a barrier; it becomes a head, a sun, or a wheel.	They combine materials of different properties. Instead of just stacking blocks or squishing clay separately, they will use clay as a glue to hold wooden blocks together.	Moving from just sticking things down randomly to using tape, glue, and split pins to join specific parts of a model together (e.g., sticking wheels onto a box to make a car	They transition from watching absorption happen to using it as an artistic technique—such as wet-on-wet watercolours or tie-dye.	They move from accidental discovery to predicting and planning colour mixing.	Using printing to create repeating mathematical patterns (e.g., ABAB patterns with potato stamps) or to capture natural textures (e.g., leaf printing to represent foliage).	They use volume (loud/quiet) and tempo (fast/slow) dynamically to tell a story or match a specific mood.