

	Autumn	Spring	Summer
Communication & Language	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."	Skills: - Enjoy listening to longer stories and can 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	Skills - Develop their communication but may still continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam 'Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Be able to tell a long story. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Knowledge: - Be able to sing simple songs and rhymes - Talk and discuss about subjects of interest	Knowledge: - Use vocabulary from a story to talk about it - Serve and return of conversation	Knowledge: Recall events from own experiences from a familiar story
	Vocab: Song, nursery rhyme, book, story, I, you	Vocab: get, wait, pass, put	Vocab: Why
Personal Social & Emotional Development	Skills: - Increasingly follow rules, understanding why they are important. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Remember rules without needing an adult to remind them - No Outsiders - Blue chameleon / The smeds and the smooos - Jigsaw - Au1 – Being me in my world - Au2 – Celebrating difference - BLP Animals – Ant	Skills: - Become more outgoing with unfamiliar people, in the safe context of their setting. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Show more confidence in new social situations. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs: brushing teeth - Make healthy choices about food, drink, activity and toothbrushing - No Outsiders - Zog / Eggs - Jigsaw - Sp1 – Dreams and Goals - Sp2 – Healthy Me - BLP Animals – Rhino	Skills: - Play with one or more other children, extending & elaborating play ideas. - Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently - Develop their sense of responsibility and membership of a community. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts - No Outsiders - Incredible You / You choose - Jigsaw - Su1 – relationships - Su2 – changing me - BLP Animals – Tortoise
	Knowledge: Simple classroom rules and routines	Knowledge: - Understanding of different emotions - How to use classroom resources - Importance of cleaning teeth - Change own shoes	Knowledge: - Hand washing sequence - Put on and take off coat
	Vocab: role play/construction/messy/ small world area	Vocab: role play/construction/messy/small worldetc: teeth toothbrush, toothpaste	Vocab: Share, take turns/my turn, your turn, friends, fair, water, soap, towel
Physical Development	Skills: - Choose the right resources to carry out their own plan. - 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.	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 in paper with scissors. - Show preference for a dominant hand - Start taking part in some group activities which they make up for themselves, or in teams.	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
	Knowledge: - Understanding of movements - Listening to music and rhythms	Knowledge: How to jump, skip hop	Knowledge: Importance of exercise and rest
	Vocab: music, listen	Vocab: Teamwork, pass, carry skip hop jump	Vocab: exercise rest balance crawl dresses undressed
Literacy	Skills: - Understand the key concepts about print: - print has meaning - print can have different purposes - page sequencing - we read from left to right & from top to bottom	Skills: - Understand the key concepts about print: - the names of the different parts of a book - Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Use some print in their early writing	Skills: - Engage in extended conversations about stories learning new vocabulary. - Develop their phonological awareness, so that they can: - Recognise words with the same initial sound, such as money and mother - Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name - Write some letters accurately
	Texts - Au 1 – We're going to find the monster / Peace at last - Au 2 – The three little pigs / I'm going to eat this ant	Texts - Sp 1 – Let's creep through the crocodile creek / Walk in the woods - Sp 2 – The Journey home / Something else	Texts - Su 1 – Clem and Crab / The whale who wanted more - Su 2 – The See Saw / Romeosaurus and Juliet Rex
	Knowledge: - Know some stories - familiar and well loved - Identify or draw key events in a familiar story - Talk about main events in a familiar story - Identify and talk about characters in a familiar story	Knowledge: - Rhyme is when words sound the same at the end - Break words into syllables – clap them out play games	Knowledge: - That words can be broken down into sounds - The letters that spell their name - Identify beginning, middle and end of a familiar story - Sequence pictures from a familiar story
	Vocab: Book, story favourite	Vocab: Rhyme, syllables, front cover, back, title	Vocab: listen hear sound first sound
Mathematics	Skills: - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Show 'finger numbers' up to 5. - Experiment with their own symbols and marks as well as numerals	Skills: - Compare quantities using language: 'more than', 'fewer than'. - Talk about & identify the patterns around them. E.g., stripes on clothes, designs on rugs. Use some informal language like pointy, spotty, blobs - Develop fast recognition of up to 3 objects, without having to count them individually (subitising) - Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number) - Talk about & explore 2D using informal & mathematical language: sides, corners, straight, flat, round - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc. - Make comparisons between objects relating to size and length	Skills: - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'Experiment with their own symbols and marks as well as numerals. - Discuss routes and locations, using words like 'in front of' and 'behind' - Describe a familiar route. - Understand position through words alone – for example, "The bag is under the table," – with no pointing - Solve real world mathematical problems with numbers up to 5. - Make comparisons between objects relating to capacity and weight - Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5 - Talk about & explore 3D shapes using informal & mathematical language: sides, corners, straight, flat, round - Notice and correct an error in a repeating pattern. - Extend and create ABAB patterns – stick, leaf, stick, leaf
	Knowledge: 1 to 1 correspondence - Number names 1-5 - Understanding of more and fewer	Knowledge: - Recognise up to 3 objects by sight (subitising) - Cardinal number principle - Match number to quantity - Use words to compare size, length, weight and capacity	Knowledge: - Recognise and name common 2D & and some 3D shapes - Use everyday language to describe shapes - Use some prepositions. - Remember a simple route - Understand and use some time connectives
	Vocab: Numbers, 1,2,3,4,5, counting	Vocab: Big, small, tall, short, long, flat, round, curved, pointy, spotty, stripy, same, different, pattern, more, few, fewer, pattern	Vocab: Circles, triangles, square, rectangle, cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, near
Understanding the World	Skills: - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary - Explore how things work	Skills: - Show interest in different occupations - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand need to respect & care for environment living things.	Skills: - Begin to make sense of their own life-story and family's history. - Talk about the differences between materials and changes they notice. - Explore collections of materials with similar and/or different properties. - Explore and talk about different forces they can feel. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Knowledge: * Some people believe that Jesus was born at Christmas	Knowledge: - Understand life cycle of a plant and animal (e.g. broad bean / butterflies) - How to care for plants and animals - Talk about features of different animals - Understand and talk about different seasons	Knowledge: - Some materials can be similar or different to each other - There are different countries in the world and talk about the differences they have experienced or seen in photos
	Vocab: Christmas, Halloween	Vocab: Names of different occupations, grow, plant, life cycle, seed, baby, adult, care, water, soil, sun,	Vocab: same, different, push, pull, drop, country
Expressive Arts & Design	Skills: - Listen with increased attention to sounds. - Explore colour and colour mixing. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match') - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs - Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses	Skills: - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Respond to what they have heard, expressing their thoughts and feelings - Play instruments with increasing control to express their feelings and ideas. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Skills: - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Develop their own ideas and then decide which materials to use to express them. - Use drawing to represent ideas like movement or loud noises. - Create their own songs or improvise a song around one they know.
	Knowledge: - Names of colours. - Know colours can change	Knowledge: * That objects represent others	Knowledge: * can represent their own ideas and feelings through drawing
	Vocab: Colour, changes	Vocab: model build join together draw	Vocab: blocks, bridge

