









Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	'What's your favourite tale?' 	'Celebrating in Style' 	'All about Julia' 	"How does your garden and its creatures grow?" 	'From another planet' 	'Wherever next?' 
Possible texts	The three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood Cinderella	Room on the Broom Pumpkin soup The Jolly Christmas Postman Father Christmas Needs a wee	The Smartest Giant in Town Zog The Flying Bath Stickman Gruffalo Superworm	The Very Hungry Caterpillar Jaspers Beanstalk Tiny Seed The lazy ladybird	Aliens love underpants Pirates love underpants The night pirates How to catch a star Whatever Next	We're going on a bear hunt Lost and found The train ride The journey
Communication and Language	<p><u>Listening, Attention and Understanding</u>            Children will turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as key person/parent. Gaze at faces, copying facial expressions and movements like sticking out tongue. Make eye contact for longer periods of time. Watch someone's face as they talk</p> <p><u>Speaking:</u>            Copy what adults do taking turns in conversation through babbling            Try to copy adult speech and lip movements            Enjoy singing, music and toys that make sounds            Recognize and are calmed by familiar and friendly voices            Listen and respond to simple instructions</p> <p><u>Observation Checkpoint:</u>            Around 6months does baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p>	<p><u>Listening, Attention and Understanding</u>            Make sounds to get attention in different ways – crying, gurgling, laughing, cooing and babbling            Use gestures like waving and pointing to communicate            Reach or point to something they want while making sounds            Copy gestures and words</p> <p><u>Speaking:</u>            Babble using sounds like 'baba', 'mamma'            Constantly babble and use single words during play            Use intonation, pitch and changing volume when 'talking'</p> <p><u>Observation Checkpoint:</u>            Is baby using speech sounds (babbling) to communicate with adults?            Around 12months, is baby beginning to use single words like mummum, dada?</p>	<p><u>Listening, Attention and Understanding</u>            Understand single words in context – 'cup', 'milk', 'daddy'            Understand frequently used words such as 'all gone', 'no', 'bye-bye'            Understand simple instructions like 'give it to nanny' or 'stop'            Recognise and point to objects if asked about them</p> <p><u>Speaking:</u>            Make themselves understood and can become frustrated when they cannot            Start to say how they are feeling, using words as well as actions            Start to develop conversation, often jumping from topic to topic</p>	<p><u>Listening, Attention and Understanding</u>            Generally, focus on an activity of their own choice and find it difficult to be directed by an adult            Listen to other peoples talk with interest but can easily be distracted by other things</p> <p><u>Speaking:</u>            Develop pretend play 'putting the baby to sleep', 'driving a car'</p> <p><u>Observation Checkpoint:</u>            Around 12months, can baby chose between two objects; 'Do you want the ball or the car?'            Around 18 months, does child understand lots of different single words and some two-word phrases such as 'give me', or 'shoes on'.            By around 2yrs, child is showing interest in what other children are playing and sometimes join in            By around 3yrs, can child shift from one task to another if you get their attention - Using child's name can help.            2yr olds using up to 50 words            Beginning to put 2 or 3 words together 'more milk'            Frequently ask questions such as the names of people/objects</p>	<p><u>Listening, Attention and Understanding</u>            Listen to simple stories and understand what is happening, with the help of pictures.            Identify familiar objects and properties for practitioners when described –'Katie's coat' 'blue car'</p> <p><u>Speaking:</u>            Use speech sounds p, b, m, w            Pronounce;            l/r/w/y            f/th            s/sh/ch/dz/j</p>	<p><u>Listening, Attention and Understanding</u>            Understand and act on longer sentences like 'make teddy jump' 'find your coat'            Understand simple questions about 'who' 'what' and 'where' (generally not 'why')</p> <p><u>Speaking:</u>            multi-syllabic words such as banana and computer</p> <p><u>End of year checkpoint:</u>            Around the age of 2, can child understand many more words than they can say – between 200-500?            Around the age of 2, can the child understand simple questions and instructions – 'where's your hat?' or 'what's the boy in the picture doing?'            Around the age of 3, can the child show that they understand action words by pointing to the right picture</p>

	<p>Around 12months, does baby 'take turns' by babbling and using single words? Does baby point to things and use gestures to show things to adults and share interests? Around 18months, is the child listening and responding to a simple instruction like 'Adam put your shoes on?'.</p>	<p>Around 15 months, can baby say around 10 words? (may not all be clear) Around 18months, is the child using a range of adult like speech patterns and at least 20 clear words?</p>		<p>Towards third birthday, can child use around 300 words? – include descriptive language incl words for time 'now', 'later', space –'over there' and function eg can say a sponge is for washing Can chn link together up to 5 words Using pronouns 'me' 'him' 'she' and plurals and prepositions 'on' 'in' 'under' – may not always be used correctly Follow instructions with three key words – 'Can you wash dolly's face'</p>		<p>in the book – 'who's jumping?' *Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor progress and consider whether hearing test might be needed.</p>
<p>Observational Checkpoint: Do children enjoy listening to stories? Can they retell some familiar stories? Can children follow a simple instruction? Can children's speech be understood by an adult?</p>						
<p>Personal, Social and Emotional Development</p>	<p>Jigsaw – Being me in my world</p> <p><u>Self-Regulation:</u> Find ways to calm themselves, through being calmed and comforted by their key person They also try new things and start establishing their autonomy</p> <p><u>Managing Self:</u> Find ways of managing transitions eg from parent to their key worker Thrive as they develop self-assurance</p> <p><u>Building Relationships:</u> Engage with others through gestures, gaze and talk Use that engagement to achieve a goal – gesture towards cup to say they want a drink</p> <p><u>Observational Checkpoint:</u> Around 7 months, does baby respond to their name and respond to the emotions in your voice? – do children respond to their name? Do they notice emotion in voice eg- stern when cross, gentle voice when happy? Around 12months, does baby start to be shy around strangers and show preferences for certain people and toys – child shy when entering new setting/children/adults? Preference for key worker?</p>	<p>Jigsaw – Celebrating Difference</p> <p><u>Self-Regulation:</u> Look back as they crawl/walk away from their key person.</p> <p><u>Managing Self:</u> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p><u>Building Relationships:</u> Develop friendships with other children</p> <p><u>Observational Checkpoint:</u> Around 18months, is child increasingly curious about their world and wanting to explore it and be noticed</p>	<p>Jigsaw – Dreams and Goals</p> <p><u>Self-Regulation:</u> Establish their sense of self Express preferences and decisions.</p> <p><u>Managing Self:</u> Grow in independence rejecting help ('me do it'). Sometimes leads to feelings of frustration and tantrums Begin to show 'effortful control' eg waiting for a turn and resisting the strong impulse to grab what they want/push their way to the front.</p> <p><u>Building Relationships:</u> Develop friendships with other children</p>	<p>Jigsaw – Healthy Me</p> <p><u>Self-Regulation:</u> Look for clues about how to respond to something interesting</p> <p><u>Managing Self:</u> Be increasingly able to talk about and manage their emotions</p> <p><u>Building Relationships:</u> Develop friendships with other children Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and religion</p> <p><u>Observational Checkpoint:</u> Around the age of 2, does child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p>	<p>Jigsaw - Relationships</p> <p><u>Self-Regulation:</u> Feel strong enough to express a range of emotions</p> <p><u>Managing Self:</u> Talk about their feelings in more elaborate ways: 'I'm sad because ...' 'I love it when ...' Learn to use the toilet with help</p> <p><u>Building Relationships:</u> Develop friendships with other children</p>	<p>Jigsaw – Changing Me</p> <p><u>Self-Regulation:</u> Safely explore emotions beyond their normal range through play and stories</p> <p><u>Managing Self:</u> Learn to use the toilet independently</p> <p><u>Building Relationships:</u> Develop friendships with other children</p> <p><u>End of year Checkpoint:</u> Between the ages of 2 and 3, does child start to enjoy the company of other children and want to play with them? *watch for children who get extremely upset by certain sounds, smells, tastes and cannot be calmed. Or children who seem worried, sad, angry for much of them time.</p>

	<p>Observational Checkpoint:          Developing friendships with other children          Learning to use the toilet with support and then independently</p>					
Physical Development	<p><u>Gross Motor:</u>            Lift head while lying on their front            Push their chest up with straight arms            Roll over: from front to back, then back to front            Enjoy moving when outdoors and indoors            Sit without support            Begin to crawl in different ways and directions            Pull themselves upright and bouncing in preparation for walking            Begin to walk independently – choosing appropriate props to support at first</p> <p><u>Fine Motor:</u>            Reach out for objects as co-ordination develops</p> <p><u>Observational Checkpoint:</u>            Does child move with ease and enjoyment            Around 12months, can child pull to stand from a sitting position and sit down?            Can they pick up something small with their first finger and thumb?</p>	<p><u>Gross Motor:</u>            Gradually gain control over their whole body through continual practise of large movements such as waving, kicking, rolling, crawling and walking            Clamp and stamp to music            Walk, run, jump, climb and start to use stairs independently</p> <p><u>Fine Motor:</u>            Pass things from one hand to the other. Let go of things and hand them to another person or drop them</p>	<p><u>Gross Motor:</u>            Fit themselves into spaces like tunnels, dens and large boxes and move around in them            Enjoy starting to kick, throw and catch balls</p> <p><u>Fine Motor:</u>            Build independently with a range of appropriate resources</p>	<p><u>Gross Motor:</u>            Sit on a push a long wheeled toy, use a scooter or ride a tricycle</p> <p><u>Fine Motor:</u>            Show and increasing desire to be independent, such as wanting to themselves and dress or undress</p> <p><u>Observational Checkpoint:</u>            Around 2yrs old can child run well, kick a ball, and jump with both feet off the ground at the same time            Around 3yrs old, can the child climb confidently, catch a large ball and pedal a tricycle?</p>	<p><u>Gross Motor:</u>            Spin, roll and independently use ropes and swings for example tyre swings</p> <p><u>Fine Motor:</u>            Start eating independently and learning how to use a knife and fork</p>	<p><u>Gross Motor:</u>            Use large and small motor skills to do things independently, for example manage buttons, zips and pour drinks</p> <p><u>Fine Motor:</u>            Develop manipulation and control            Explore different materials</p> <p><u>End of year checkpoint:</u>            *look out for children who find it difficult to sit comfortably on a chair. They may need help to develop their core muscles</p>
	<p>Observational Checkpoint:            Do children move with ease? Walking, running, jumping and climbing? Can children use stairs independently?            Can children pass objects from one hand to another? Can they pick up small objects between finger and thumb?            Can children feed themselves independently, using a knife and fork?</p>					
Literacy	<p><u>Comprehension:</u>            Enjoy songs and rhymes, tuning in and paying attention            Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo's            Say some of the words in songs and rhymes            Copy finger movements and other gestures            Sing songs and say rhymes independently, for example, singing whilst playing</p>	<p><u>Comprehension/Word Reading:</u>            Enjoy sharing books with an adult            Pay attention and respond to pictures or words            Have favourite books and seek them out, to share with an adult, with another child, or to look at alone            Repeat words/phrases from familiar stories</p>	<p><u>Comprehension:</u>            Ask questions about the book.            Make comments and shares their own ideas            Develop play around favourite stories using props</p>	<p><u>Comprehension/Writing:</u>            Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p><u>Comprehension/Writing:</u>            Enjoy drawing freely            Add some marks to their drawings, which they give meaning to, for example 'that says mummy'</p>	<p><u>Writing:</u>            Make marks on their picture to stand for their name</p>

	<p>Observational Checkpoint:          Enjoys songs and rhymes, joining in with words and actions.          Enjoy sharing books. Can ask questions/make comments about a story          Enjoy drawing freely. Can they make marks, which they give meaning too?</p>					
<p>Maths</p> <p>Number Numerical Patterns</p>	<p>Combined objects like stacking blocks and cups. Put objects inside others and take them out again.          Take part in finger rhymes with numbers</p>	<p>Climb and squeeze themselves into different types of space          Build with a range of resources          Complete inset puzzles</p>	<p><u>Number:</u>          Develop counting like behavior such as making sounds, pointing or saying some numbers in sequence</p>	<p><u>Numerical Patterns:</u>          React to changes of amount in a group of up to three items          Compare amounts saying 'lots' 'more' or 'same'</p>	<p><u>Number/Numerical Patterns:</u>          Count in everyday contexts sometimes skipping numbers – '1235'</p>	<p><u>Numerical Patterns:</u>          Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall' 'heavy'          Notice patterns and arrange things into patterns</p>
	<p>Observational Checkpoint:          Are children developing counting like behaviour? Can they count in everyday contexts? Do they take part in finger rhymes?          Do they build with a range of resources? Can they combine objects?</p>					
<p>Understanding the World</p> <p>Past and present People, Culture and Communities The Natural World</p>	<p>Repeat actions that have an effect</p> <p><u>History:</u>  <u>Past and Present:</u>          Make connections between the features of their family and other families</p> <p><u>Science:</u>  <u>The Natural World:</u>          Explore natural materials, indoors and outdoors</p>	<p><u>Geography:</u>  <u>People, Culture and Communities</u>          Notices differences between people</p> <p><u>Science:</u>  <u>The Natural World:</u>          Explore natural materials, indoors and outdoors</p>	<p><u>Science:</u>  <u>The Natural World:</u>          Explore natural materials, indoors and outdoors</p>	<p><u>Science:</u>  <u>The Natural World:</u>          Explore and respond to different natural phenomena in their setting and on trips</p>	<p><u>Science:</u>  <u>The Natural World:</u>          Explore materials that have different properties</p>	<p>Repeat actions that have an effect</p>
	<p>Observational Checkpoint:          Do children explore natural materials?          Do they explore materials with different properties?          Do they notice differences between people?          Can children talk about their family?</p>					
<p>Expressive Arts and Design</p> <p>Creating with materials Being imaginative and expressive</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Show attention to sounds and music          Respond emotionally and physically to music when it changes          Move and dance to music          Anticipate phrases and actions in rhymes and songs like peepo          Explore their voices and enjoy making sounds</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Join in with songs and rhymes, making some sounds          Make rhythmical and repetitive sounds          Explore a range of sound makers and instruments and play them in different ways</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Enjoy and take part in action songs like 'twinkle twinkle little star'</p> <p><u>Art and Design:</u>  <u>Creating with Materials</u>          Notices patterns with strong contrasts and be attracted by patterns resembling the human face</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Start to develop pretend play, pretending that one object represents another for example child uses a wooden block to their ear pretending it's a phone</p> <p><u>Art and Design:</u>  <u>Creating with Materials</u>          Start to make marks intentionally          Explore paint using fingers and parts of the body as well as brushes and other tools</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Use their imagination as they consider what they can do with different materials</p> <p><u>Art and Design:</u>  <u>Creating with Materials</u>          Explore different materials using all their senses to investigate them          Manipulate and play with different materials</p>	<p><u>Music:</u>  <u>Being Imaginative</u>          Make simple models which express their ideas</p> <p><u>Art and Design:</u>  <u>Creating with Materials</u>          Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p>
	<p>Observational Checkpoint:          Can children move and dance to music? Do children join in with songs and rhymes? Can they anticipate phrases and actions in songs and rhymes?          Do children explore different materials? Do they make marks intentionally? Do children explore paint using fingers and different tools?</p>					

RE Come and See	Myself and My Family	Welcome Advent/Christmas	Church and celebrations Other places of worship	Lent Easter	Good News Pentecost	Our World
Other themes	World Animal Day Black History Month	Halloween Bonfire Night Remembrance Day Christmas St Andrews Day Diwali	Valentine's Day Chinese New Year Children's Mental Health Awareness Week Pancake Day	St David's Day World Book Day Holi Mother's Day St Patricks Day Easter	St Georges Day Eid	Father's Day
Enrichment Visits and Visitors Curriculum in Action	Traditional Stories dress up Egremont castle walk	Spooky dress up Christmas sing a long Visit from Santa Elf Day	Julia Donaldson story role play	Mini-beast visit Planting seeds World boom day dress up	People who help us visits Teddy bears picnic	Trip on the 'Ratty' Local area walk Nursery Fun Day Sports day