



## Nursery

Unit Title	Me and My World	Celebrations	Bears	Come Outside	Amazing Animals	Special People
<b>Communication and Language</b>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Sing a large repertoire of songs</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p> <p>Develop their pronunciation</p>	<p>Develop their communication.</p> <p>Develop their pronunciation</p>	<p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use longer sentences of four to six words</p> <p>Use a wider range of vocabulary.</p>	<p>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.</p>
<b>PSED</b>	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Play with one or more other children.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs.</p>	<p>Show more confidence in new social situations.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Talk with others to solve conflicts.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>



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<b>Physical Development (Fine)</b>	Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	<i>Continue with developing fine motor</i>	Use a comfortable grip with good control when holding pens and pencils.	<i>Continue with developing fine motor</i>	<i>Continue with developing fine motor</i>
<b>Physical Development (Gross)</b>	Go up steps and stairs, or climb up apparatus, using alternate feet.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Skip, hop, stand on one leg and hold a pose for a game like musical statues	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	Choose the right resources to carry out their own plan  Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Start taking part in some group activities which they make up for themselves, or in teams.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Match their developing physical skills to tasks and activities in the setting	<i>Continue with developing gross motor</i>



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<b>Literacy (Decoding)</b>	Understand that print has meaning. Understand that we read English from left to right. Develop their phonological awareness beginning to identify everyday sounds (environmental sounds). Develop an understanding of initial sounds and recognise words with the same initial sound.		Develop their phonological awareness, so that they can: count or clap syllables in a word	Develop their phonological awareness, so that they can: - spot and suggest rhymes	<i>Continue to practise decoding skills</i>	<i>Continue to practise decoding skills</i>
<b>Literacy (Comprehension)</b>	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.  Know the names of the different parts of a book	Understand that print can have different purposes  Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.
<b>Literacy (Writing)</b>	Use some of their print and letter knowledge in their early writing		Write some letters accurately		Write some or all of their name	<i>Continue to practise writing skills</i>
<b>Mathematics</b>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5  Make comparisons between objects relating to size, length, weight and capacity.  Talk about and identifies the patterns around them.  Use informal language	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  Experiment with their own symbols and marks as well as numerals.  Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Compare quantities using language: 'more than', 'fewer than'.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Show 'finger numbers' up to 5  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'	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  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.	Solve real world mathematical problems with numbers up to 5.  Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



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<b>Understanding the World (Geography)</b>	Talk about what they see, using a wide vocabulary.		Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Show interest in different occupations	Show interest in different occupations
<b>Understanding the World (History)</b>	Begin to make sense of their own life-story		Begin to make sense of their own life-story and family's history.		Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
<b>Understanding the World (Science)</b>	Talk about what they see, using a wide vocabulary  Use all their senses in hands-on exploration of natural materials.		Explore collections of materials with similar and/or different properties.  Explore how things work.  Talk about the differences between materials and changes they notice	Plant seeds and care for growing plants.  Understand the key features of the life cycle an animal.	Understand the key features of the life cycle of an animal.	Explore how things work.  Explore and talk about different forces they can feel.
<b>Understanding the World (RE)</b>	Notice differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				Notice differences between people
<b>Understanding the World (PSHE)</b>	Notice differences between people.  Continue developing positive attitudes about the differences between people.	Notice differences between people.  Continue developing positive attitudes about the differences between people.		Begin to understand the need to respect and care for the natural environment and all living things.	Begin to understand the need to respect and care for the natural environment and all living things.	



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Expressive Arts and Design (Art)	Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Explore colour and colour-mixing.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Expressive Arts and Design (D&T)	Explore different materials freely, to develop their ideas about how to use them and what to make.		Develop their own ideas and then decide which materials to use to express them.		Join different materials and explore different textures	
Expressive Arts and Design (Music)	Listen with increased attention to sounds  Remember and sing entire songs.		Sing the pitch of a tone sung by another person ('pitch match').	Respond to what they have heard, expressing their thoughts and feelings	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.
Expressive Arts and Design (Play)	Take part in simple pretend play, using an object to represent something else even though they are not similar		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	



Reception						
Unit Title	Me and My World	Festivals	It's Cold Outside	Spring into Life	Once upon a time	Amazing Adventures
<b>Communication and Language</b>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems, and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p>	<p>Describe events in some detail.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
	<b>PSED</b>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs. - personal hygiene</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Think about the perspectives of others.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>		



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Unit Title	Me and My World	Festivals	It's Cold Outside	Spring into Life	Once upon a time	Amazing Adventures
<b>Physical Development (Fine)</b>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.	
<b>Physical Development (Gross)</b>	Revise and refine the fundamental movement skills they have already acquired: Running, walking, jumping, hopping, climbing, Skipping  Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes  Know and talk about the different factors that support their overall health and wellbeing: Regular Physical exercise	Revise and refine the fundamental movement skills they have already acquired: crawling, rolling, climbing, balancing  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Progress towards a more fluent style of moving, with developing control and grace  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group  Develop overall body-strength, balance, co-ordination and agility.	Combine different movements with ease and fluency  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



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<b>Literacy (Decoding)</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>		<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
<b>Literacy (Comprehension)</b>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>		<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
<b>Literacy (Writing)</b>	<p>Form lower-case</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>		<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	
<b>Mathematics</b>	<p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Subitise. To 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise to 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise to 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>





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<b>Understanding the World (Geography)</b>	<p>Draw information from a simple map.</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>		<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map</p> <p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
<b>Understanding the World (History)</b>	<p>Comment on images of familiar situations in the past</p>				<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
<b>Understanding the World (Science)</b>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore the natural world around them.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>



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<b>Understanding the World (RE)</b>	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.			ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recognise that people have different beliefs and celebrate special times in different ways.
<b>Understanding the World (PSHE)</b>	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.	Talk about members of their immediate family and community  ELG: Talk about the lives of the people around them and their roles in society.			ELG: Talk about the lives of the people around them and their roles in society.	ELG: Talk about the lives of the people around them and their roles in society.



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Expressive Arts and Design (Art)	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them.				Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used	
Expressive Arts and Design (D&T)	Create collaboratively, sharing ideas, resources and skills.					
Expressive Arts and Design (Music)	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody  Explore and engage in music making and dance, performing solo or in groups.				Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Expressive Arts and Design (Play)	Develop storylines in their pretend play Watch and talk about dance and performance art, expressing their feelings and responses				Make use of props and materials when role playing characters in narratives and stories.  • Invent, adapt and recount narratives and stories with peers and their teacher.	