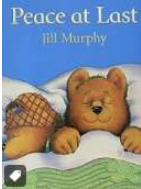
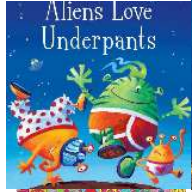
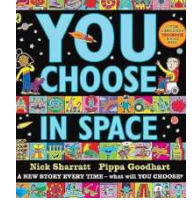
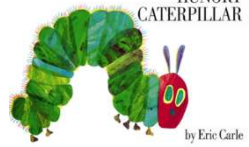


	Autumn 1 Our rights What are our rules? Nursery Rhymes All About Me	Autumn 2 Celebrating difference How are we the same and different? Celebrations	Spring 1 The world we live in My house and school Traditional Tales	Spring 2 Importance of trees Trees Superheroes	Summer 1 Healthy Me Space	Summer 2 Living Things
Taught texts	Sing Nursery Rhymes at every story session 	Week 1: Poetry Week: You are my sunshine (lullaby) Nativity story Birthdays Stick Man   	  	  	   	 
Memorable Experiences		Halloween Nativity Diwali Firework night Nativity		Jonathan's Jungle		Butterflies
Phonics	Song of Sounds Stage 0 Part 1 Environmental Sounds	Song of Sounds Stage 0 Part 1 Instrumental sounds Body Percussion	Song of Sounds Stage 0 Part 1 Rhythm and Rhyme Alliteration	Song of Sounds Stage 0 Part 1 Voice Sounds Oral Blending	Song of sounds Stage 0 Part 2 a-m	Song of sounds Stage 0 Part 2 n-z
Communication and Language <i>Listening & Attention</i> <i>Understanding</i>	I can join in singing nursery rhymes I can focus for a while although can be easily distracted. I can concentrate intently on an activity of my own choosing for a short period. I can engage in pretend play. I can understand and act on longer sentences. I can listen to a simple story with the help of pictures.		I can understand simple questions: who, what, where but generally not why. I can understand simple sentences. I can listen to a simple story with the help of pictures. I can understand and act on longer sentences. I can respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box."		I know lots of stories. I can retell a longer story. I can listen and enjoy longer stories and can remember much of what happens. I can pay attention although may find it difficult to pay attention to more than one thing at a time. I can listen to others 1-2-1 or small groups when the conversation interests them. I can follow simple instructions. I can show an understanding of prepositions such as under, on top or behind. I can respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box."	

<i>Speaking</i>	I can try speaking to an adult although may become frustrated when I cannot make myself understood. I can start to say how I feel using simple words and actions/gestures. I can talk but may just flit from topic to topic. I can use speech sounds p, b, m, w but may still be learning to pronounce l, r, w, y, f, th and have difficulty with words like 'banana'.	I can use a wider range of words. I can sing a range of songs. I can start a conversation. I can join in with repeated refrains in rhymes and stories. I can try and use the correct tense although may muddle them up, e.g., "I bringed a bag."	I can use a wider range of words. I can sing a range of songs. I can use the 'why' question. I can try and use the correct tense although may muddle them up, e.g., "I bringed a bag." I can use longer sentences of 4-6 words. I can express my point of view. I can start a conversation. I can use words to problem-solve and organise my thoughts. I can join in with repeated refrains in rhymes and stories.
Physical Development Gross Motor	I can independently use a range of appropriate resources (crawl in tunnels, use Lego etc). I can run, jump, climb and begin to use stairs independently I can sit on push-along toys, scooters and trikes I can develop my manipulation and control, exploring different tools and materials.	I want to be increasingly independent, e.g. dressing and undressing. I can use large and small motor skills to do things independently - zips, buttons, pour drinks etc. I can begin to throw and release objects overarm. I can participate in finger and action rhymes. I can walk a greater distance. I can roll, crawl, jump and run. I can use large movements, e.g. with ribbons. I can work with others, e.g., to move a big box. I can create lines and circles, pivoting from the shoulder and elbow.	I can develop control of my body I can develop my hand/eye coordination. e.g. catch a large ball I can climb using alternate feet, including climbing stairs. I can balance on one leg, momentarily. I can hop, skip and climb. I can begin to work in a team or group. I can increasingly remember a sequence of movements related to rhythm and rhyme. I can understand how to use equipment safely. I can grasp and release with two hands to throw and catch a large ball. I can comfortably hold a pencil, pen or paintbrush.
Physical development Fine Motor	I can develop my manipulation and control, exploring different tools and materials. I can pick up objects with a Palmer Grip. I can sit comfortably and hold scissors in their preferred hand. I can open and close the scissors smoothly with no paper to cut.	I can use large and small motor skills to do things independently - zips, buttons, pour drinks etc. I can point with my first finger to sharing my attention with an adult. I can participate in finger and action rhymes. I can self-select things I can use one-handed tools and equipment - snipping with scissors with support. I can show the 'thumb up' of holding scissors. I can make one simple snip on a piece of paper, initially with support and then independently. I can experiment with mark making and emergent writing.	I can understand how to use equipment safely. I can use one-handed tools and equipment - snipping with scissors independently. I can hold mark making tools with thumb and all fingers. I can hold the paper when cutting with my non-dominant hand to help and hold the paper that I am cutting. I can cut a straight and curved line. I can cut a circle, square and complex shape. I have a dominant hand.
PSED <i>Self – regulation</i>	I can find ways to calm myself and/or be calmed by a familiar adult. I can express a range of emotions. I am beginning to have a sense of who I am I can begin to self-regulate during transition times but may struggle. I can begin to show 'effortful control', beginning to wait rather than grab.	I can begin to explore a range of emotions. I can begin to sort out minor conflicts and begin to accept that not everyone can be chosen. I can be increasingly able to follow rules and not always need to be reminded of the rules by an adult. I can talk about how I feel. I can begin to understand how others are feeling. I can begin to show 'effortful control', beginning to wait rather than grab.	I can begin to sort out minor conflicts and begin to accept that not everyone can be chosen I can begin to solve conflicts. I am increasingly able to follow rules and not always need to be reminded of the rules by an adult. I can talk about how I feel. I can begin to understand how others are feeling.

<i>Managing Self</i>	I can play with increasing confidence I can grow in independence – “Me do it.” I can have high levels of wellbeing and involvement. I can use the toilet with support and increasing independence.	I can self-select activities and seek help if necessary. I have high levels of wellbeing and involvement. • To grow in independence – “Me do it.”	• To self-select activities and seek help if necessary. I can have high levels of wellbeing and involvement. I am growing in independence – “Me do it.”
	<i>Building Relationships</i> I can engage through gesture and gaze I can notice and ask about difference, e.g., skin colour I can begin to develop friendships with others. I enjoy playing alone, alongside and with others.	I can begin to see myself as part of a community and have a developing sense of responsibility, e.g., at tidy up time. I can be more confident in social situations. I can seek out companionship with adults and other children. I enjoy playing alone, alongside and with others. I can invite others to play and attempt to join in others’ play.	I can become more confident and outgoing with unfamiliar and changes in routine. I can begin to see myself as part of a community and have a developing sense of responsibility, e.g., at tidy up time. I enjoy playing alone, alongside and with others. I can invite others to play and attempt to join in others’ play. I can play with one other or more children, extending and elaborating ideas.
Literacy Development <i>Comprehension</i>	I enjoy sharing books with adults. I can repeat words and phrases. I can ask questions about simple stories. I can touch and handle books and digital devices I can notice pictures and symbols and begin to recognise what they stand for.	I have favourite stories I can react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. I can handle a book carefully. I can engage with print around me I can talk about stories.	I can use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. I can be increasingly familiar with a storyline and increasingly predict when they work with memorable texts. I can become an oral storyteller and re-enact a text.
	<i>Word Reading</i> <u>Phonics Environmental sounds</u> I can listen to and identify environmental sounds I can use my voice to sing at different volumes, guess and make animal noises <u>Instrumental sounds</u> I can listen to and identify instrumental sounds I can remember and repeat rhythms I can copy loud and quiet sounds I can listen attentively. I can explore and experiment with sounds and words. I can distinguish between different sounds in the environment and sounds in words (phonemes). I can sing songs independently. I can enjoy songs and rhymes. I can notice some print. I can enjoy rhythmic and musical activities. I can play percussion instruments. <u>Body percussion</u> I can perform songs with actions I can identify body sounds I can use my voice to make sounds I can move the body in response to an instrument	<u>Rhythm, rhyme & alliteration</u> I can join in with story phrases and perform actions I can move in time to a beat I can continue a rhyming string I can recognise some initial sounds, e.g. box /b/ I can identify people or objects beginning with a given sound I can develop understanding of rhyme and alliteration and the rich rhythm of stories I can discriminate between phonemes. I can talk about and join in with stories, poems, rhymes and new vocabulary. <u>Voice sounds</u> I can make sounds with the voice and practise croc talk, e.g. c-a-t I can describe voice sounds, e.g. loud, quiet, high, low I can use the voice to add sounds to a story <u>Oral segmenting & blending</u> I can understand ‘sound talk’ words that are segmented, e.g. c-oa-t I can show an awareness of rhyme and alliteration. I can use sound-talk to segment words into phonemes. I can begin to orally blend phonemes.	I can understand the 5 Key concepts of print: 1. Print has meaning; 2. Print can have different purposes; 3. We read English text from left to right and from top to bottom; 4. The names of the different parts of a book; 5. The page sequencing. I can spot and suggest rhymes, count/clap syllables in a word, recognise words with the same initial sound, e.g., money and Mummy, have some awareness of rhyme and alliteration, hear and say initial sounds in words. I know a few core words, letter names and/or sounds, especially any of personal significance.

<i>Writing</i>	I can add meaning to marks they make. I can make marks to be their name. I can enjoy the sensory experience of making marks. I can distinguish between the marks that I make. I enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. I enjoy free drawing. I can copy movements		I can add meaning to marks I make. I can make marks that are in my name. I can imitate adults' writing by making continuous lines circles or shapes I can identify the initial letter of their name. I can begin to make letter type shapes to represent the initial sound of my name.		I can write some of or my entire name I can write some letters accurately I can show an interest in words and illustrations in the environment. I can begin to make letter type shapes to represent the initial sound of their name and other familiar words.	
Mathematical Development	Week 1-3 counting children, setting up expectations Week 4 More than, fewer than, same Week 5&6 – Explore and build with shapes and objects Week 7&8 – Explore repeats	Week 1&2 Hear and say number names Week 3&4 Begin to order number names Week 5&6 – I see 1,2,3 Week 7 – Join in with repeats	Week 1 - Explore position and space Week 2&3 – Show me 1,2,3 Week 4&5 – Move and label 1,2,3 Week 6 – Explore position and routes	Week 1 Explore patterns Week 2&3 - Take and give 1,2,3 Week 4 – Match, talk, push and pull Week 5&6 – Talk about dots	Week 1 – Compare and sort collections Week 2 – Lead on own repeats Week 3 - Start to puzzle Week 4 – Making patterns together Week 5 – Make games and actions	Week 1&2 – Show me 5 Week 3 My own pattern Week 4&5 –Stop at 1,2,3,4,5 Week 6 – Match, sort, compare
Understanding the World Past and Present People, Culture and communities The Natural World	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice Explore and talk about different forces they can feel	Begin to make sense of their own life-story and family's history	Talk about the differences between materials and changes they notice	Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Show interest in different occupations. Explore how things work.	Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice
Expressive Arts and Design Creating with Materials	Explore and experiment with different materials (e.g. paper, fabric, natural objects). Begin to use large tools (paintbrushes, glue sticks) with support. Show curiosity in how things feel and look.	Start to make simple representations using a range of media (e.g. gluing materials to make a collage). Combine materials and tools with guidance (e.g. glue and tissue paper).	Develop preferences for forms of creative expression (e.g. mark-making, building, junk modelling). Use a wider range of tools (scissors, rollers, stamps) with increasing control. Talk about what they are creating and the choices they are making.	Begin to plan what they will make and select resources independently. Explore colour mixing with paint and begin to notice changes. Use simple techniques to join materials (e.g. tape, glue, folding).	Combine shapes and materials for a purpose (e.g. create a house from boxes). Use a range of textures and materials for specific effects. Talk about changes in colour, texture, and form as they work.	Show increasing confidence and independence in making choices for their creations. Explain what they've made and why they chose particular materials or tools. Adapt work as it progresses, showing flexibility and persistence.

Being Imaginative and Expressive	Join in with familiar songs and rhymes. Begin to engage in pretend play (e.g. pretending to talk on a phone). Copy simple actions or sounds in music and movement sessions.	Begin to select colours and textures for a purpose. Firework pictures Rangoli patterns Sing a few familiar songs with support. Use props and toys in imaginative ways (e.g. turning a stick into a wand). Show interest in music and respond through movement.	Invent simple storylines in role play (e.g. shopping, doctor). Begin to use different voices or expressions in small world or puppet play. Imitate rhythms and beats using instruments or body percussion.	Act out familiar scenarios with peers (e.g. home corner, birthday party). Create and sing their own simple songs or rhymes. Explore musical instruments and vary tempo and dynamics with support.	Sustain role play and begin to take on a character or role. Express ideas through movement, dance, and drama. Explore different sounds and create simple musical patterns.	Develop storylines and stay in role with increasing imagination. Combine movement, music and props in performances or routines. Show confidence performing songs, dances or imaginative sequences to others.
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