

PSED – (Personal, Social and Emotional Development)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
PSED Making relationships	To build relationships with key adults. To transition into the classroom with support and encouragement from a familiar adult. To begin to explore provision inside and outdoors. To play alongside other children, using talk and gestures.	To listen to adults and their friends one-to-one when conversation interests them. To enjoy playing alone, alongside and with others. To begin to develop friendships.	To begin to show effortful control, waiting for toys and waiting for their turn. To invite others to play and to begin to suggest play ideas.	To begin to show effortful control, waiting for toys and waiting for their turn. To invite others to play and to begin to suggest play ideas.	To suggest play ideas with confidence. To begin to problem, solve and suggest their own solutions. To begin to look to a supportive adult for help in resolving any further conflict with peers.	To develop positive relationships with peers and adults within school. To practise skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving any further conflict with peers.
PSED Sense of self	To begin to learn and follow the rules. To make independent choices, e.g. what fruit they would like to eat? To say what they like and dislike in words or actions.	To self-select activities and resources. To increasingly follow the rules. To enjoy a sense of belonging through being involved in whole class tidy up time. To put own coat on. To take off own coat and bag and hang them up. To begin to become aware of similarities and differences between themselves and others, e.g. hair colour, likes and dislikes.	To develop independence in getting dressed. To put on own scarf, hat and gloves. To understand that they are part of, and belong to, the school community. To enjoy a sense of belonging through being involved in keeping the room tidy by tidying up after themselves.	To enjoy taking part in daily jobs such as the garden check, watering plants. Cleaning the snack table. To explore healthy food choices.	To increasingly recognise that some choices, actions and words can hurt others' feelings.	To show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations. Be able to express their needs and ask adults for help.
PSED Understanding emotions	To seek comfort from familiar adults when needed and begin to distract themselves with a comfort object To begin to understand and identify their emotions by placing their face on to the happy, sad, angry, scared or calm emoji board To respond to the feelings of others, showing concern and offering comfort	To begin to accept and seek an adult's co-regulation (allowing themselves to be calmed and comforted) To identify and articulate in single words how they are feeling, "sad", "happy", "angry", "scared". (4.12)	To say how they feel using 3-4 word sentence. To introduce some different strategies children can use when they start to feel upset, angry, over stimulated.	To increasingly recognise that some choices, actions and words can hurt others' feelings. To begin to identify how others might be feeling using simple sentences.	To talk about how others might be feeling and begin to respond according to their understanding of the other person's needs and wants.	To be able to express and articulate a range of emotions. To understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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PSED	<p>Adults will support children in to the setting and support the child through co-regulation.</p> <p>When appropriate, supporting them to begin to understand and identify their emotions by placing their face on to the happy, sad, angry, scared or calm emoji board.</p> <p>Adults will support children to engage in name games to help the children settle and to become familiar with peers and adults.</p> <p>Adults will support children to explore new areas and resources. They will encourage children to express their own opinions by asking, e.g. "Do you want milk or water?"</p> <p>Adults will provide consistent routines and use visual timetables. Adults will model how to use resources, take turns and how to tidy away.</p> <p>Adults will model and explain boundaries.</p>	<p>Adults will teach children how to independently put on their coats and how to hang them.</p> <p>Adults will offer positive praise and reinforcement to all children, highlighting when children have followed our class rules.</p> <p>Adults will provide listening and attention games in small groups e.g. orchard toys games.</p> <p>Adults will continue to play ring games that allow the children to make choices</p> <p>Adults will support children to identify their emotion using emotion lego and increasingly encourage the children to articulate in single words how they are feeling, "sad", "happy", "angry", "scared".</p>	<p>Adults will focus on praise the children's efforts in completing daily tasks.</p> <p>Adults will model language to promote thinking.</p> <p>Children will plan, do and review their learning in small groups</p> <p>Adults will continue to provide co-regulation by noticing and talking about children's feelings and continuing to encourage the children to use the emoji board. Adults will encourage the children to identify and label their own emotions using simple sentences, e.g. "I feel sad".</p> <p>Adults will support children to identify and access the calm castle as a quiet place to calm down</p> <p>Children will listen to social stories about sharing and joining play.</p> <p>Adults will recognise and comment on feelings to support turn taking, for example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide." Adults will model useful phrases, "Can I have a turn?" or "My turn next" and, when suitable, model using a 3-minute sand timer for turn taking.</p> <p>Adults will suggest and model ways to join others' play such as asking, "What are you doing?" or "Can I play?"</p>	<p>The children will continue to use plan, do and review with adults repeating back their sentence and then suggesting ideas how they could enhance their play further and ways that they could work with other children.</p> <p>Adults will model thinking in provision, talking about what they are going to do, doing and what they have done.</p> <p>Adults will support children to think of alternatives to a problem in play, e.g. Ok I can see that you both like the movie Frozen, how about you be ... and you be... then when the timer is finished, you can swap roles.</p> <p>Adults will encourage the children to identify and label the emotions of others using simple sentences, e.g. "Sally feels sad".</p> <p>Children will increasingly take part in daily jobs such as the garden check, watering plants, turning plants and cleaning the snack table.</p>	<p>Adults will use books that provide opportunities to explore the character's emotions and consider the character's needs and wants.</p> <p>Adults will support children to identify how others by talking about the physical behaviour that we can see, I can see you're sad. I can see that ... is sad because they are crying.</p> <p>Adults will explain to the children exactly what has made a child sad in a short sentence, e.g. "Sally is sad because ... took her toy".</p> <p>Adults will model problem-solving to support the children to develop their skills of assertion, negotiation and compromise</p>	<p>Adults will continue to use talk to highlight the emotions of the child and other children.</p> <p>Adults will encourage the children to notice, think and talk about what has caused the emotion, e.g. "Sally is sad because ... took her toy".</p> <p>Adults will continue to model problem solving to support the children to develop their skills of assertion, negotiation and compromise</p>

COMMUNICATION & LANGUAGE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
C & L Listening, attention and understanding	To be able to shift to a different task if attention fully obtained To show interest in repetitive stories, rhymes, songs and sound play To listen to short stories with the support of pictures and/or props	To understand that listening is important. To listen to adults and their friends one-to-one when conversation interests them. To take turns 1-1 with an adult. To maintain attention during short appropriate group activities. To continue to listen to short stories and poems with the support of pictures and/or props. To begin to join in with repeated refrains in familiar stories, rhymes and songs.	To continue to understand that listening is important. To listen to others in small groups when conversation interests them. To take turns 1-1 and in a small group, when conversation interests them. To join in with repeated refrains.	To continue to listen in small groups when conversation interests them. To begin to listen to longer stories with developing attention To anticipate key events and phrases in rhymes and stories	To listen to longer stories with increasing recall To begin to understand answer why questions in relation to a story To use intonation, rhythm and phrasing to make the meaning clear to others	To have focussing attention – can still listen or do, but can change their own focus of attention To maintain attention during adult-led appropriate activities
C & L Understanding	To follow simple instructions such as "get your coat", "tidy up" and "wash teddy"	Understands who, what and where in simple questions such as, "Who is jumping?" and "Where are your shoes?" Understands use of objects (e.g. Which one do we cut with?)	To begin to answer "who" and "what" questions in relation to a story, identifying "who is doing what" and remembering parts of "what happened"	To answer who, what and where questions in relation to a story. To begin to follow two-part instructions To use comparatives smaller, bigger, longer, To show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	To follow two-part instructions. To use comparatives smallest, biggest, shortest, longest To understand the prepositions first, last, after, in front and behind	To understand the prepositions before and after To understand who, what and when questions without a visual To begin to understand and answer why and how questions without a visual To be able to sort items into categories e.g. air vs land, zoo vs farm To understand the concept of "either"

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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C & L (continued)	<p>Continuous throughout the year:</p> <p>Wellcomm Interventions in small groups</p> <p>Weekly planned nursery rhymes</p> <p>Elklan language builder strategies such as ICW interventions to support children's understanding and use of spoken language.</p> <p>Adults will use a 1 question to 4 comments ratio.</p> <p>Adults will support children to build longer phrases and sentences by repeating children's phrases and expanding by adding one word.</p> <p>Adults will use pauses to encourage the children to join in with repeated refrains in our key rhymes and focus books, "I'll huff and I'll..."</p> <p>Children will work towards identifying 'who', 'what doing' and 'what' using real life pictures and identify "what happened?" using illustrations from our key stories.</p> <p>Adults will support children to listen to longer stories by using pictures, sounds and/or puppets.</p> <p>Adults will model and praise listening behaviours. They will highlight how good listening promotes success. For example, by playing listening games such as Simon Says and Pass the Word.</p>		<p>Previous implementation to continue.</p> <p>Nursery 1 children are to continue to listen in small groups when conversation interests them. They will continue with Show and Tell and begin Time to Talk activities.</p> <p>Nursery 2 children will begin to take part in structured adult-led group activities based on rhythm and rhyme, alliteration, oral blending and segmenting.</p> <p>Children will begin to listen to longer stories with increasing recall. Adults will provide opportunities for children to answer what happened and where questions through the key texts.</p> <p>Adults will provide opportunities for children to follow two-part instructions and share two-part activities with parents.</p> <p>When reading, asking questions or clarifying comments, adults will model using intonation, rhythm and phrasing to make the meaning clear to others.</p>			

MOVING AND HANDLING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Moving and Handling	<p>To run safely on whole foot</p> <p>To move in response to music</p> <p>To begin to show preference for a dominant hand and/or leg/foot</p> <p>To turn pages in a book, sometimes several at once</p> <p>To use musical objects such as tambourines and drums</p> <p>To hold mark-making tools with thumb and all fingers</p> <p>To holds scissors, often with both hands, learning to open and close the blades</p> <p>To use a short-handled spade to dig in the sand</p>	<p>To climb stairs, steps and move across climbing equipment using alternate feet</p> <p>To maintain balance using hands and body to stabilise</p> <p>To begin to run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>To explore looped handled scissors and make snips in paper</p> <p>To use a tripod grip to pick up and place pegs</p> <p>To effectively use spoons and short handled spades to transfer material and fill containers</p> <p>To pour from a jug.</p>	<p>To balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>To run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>To crawl, jump and hop.</p> <p>To use dance scarves and ribbons to make large movements</p> <p>To use scissors to cut card by moving forward and working towards cutting in a continuous line</p> <p>To fasten buttons to dress dolls</p> <p>To use a long-handled spade to dig</p> <p>To use a ladle to collect and transport liquids</p>	<p>To grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>To move in a variety of ways (star jumps)</p> <p>To balance, and move across a plank, holding arms out to balance.</p> <p>To use scissors to cut paper in a continuous line</p>	<p>To create lines and circles pivoting from the shoulder and elbow</p> <p>To be able to use their non-dominant hand to hold the paper and to begin to manipulate the paper while cutting with their dominant hand</p>	<p>To manipulate a large range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes and a toothbrush</p> <p>To be able to use small moulds and other small tools, such as lolly sticks and their fingers to add definition and design to their creations in playdough and sand</p>
Health and self-care	<p>To help with and increasingly independently put on and take off simple clothing items such as hats and wellington boots</p> <p>To put their arms in to an open fronted coat when held up</p> <p>To hang their coat on a peg</p>	<p>To recognise danger and seek the comfort of significant adults</p> <p>To gain more bowel and bladder control</p> <p>To tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>To put on unzipped jacket and to pull zip up once it is fastened at the bottom</p>	<p>To observe and describe in actions the effects of physical activity on their bodies</p> <p>Can wash and can dry hands effectively after the toilet and before eating</p> <p>Takes practical action to reduce risk</p>	<p>To observe and can describe in words the effects of physical activity on their bodies</p> <p>To say why handwashing is important</p> <p>To attend to toileting needs most of the time themselves</p> <p>To name and identify different parts of the body</p> <p>To begin exploring healthy food choices and what this means</p> <p>To try a range of healthy fruit and vegetables and express likes or dislikes</p>	<p>To observe and control breath, able to take deep breaths, scrunching and releasing the breath</p> <p>To mirror the playful actions or movements of another adult or child</p>	<p>To work towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understand why this is important</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Moving & Handling (continued)	<p>Pom-pom Dancing – Up, down, side-to-side</p> <p>Stand-up Sit-down – Sticky Kids</p> <p>Shake Your Sillies Out</p> <p>Obstacle course challenges</p>	<p>Pom-pom dancing – crossing midline and circles</p> <p>Let's go walking & Come Dance with Me – Sticky Kids</p> <p>Circus videos and equipment in CP</p> <p>Make streamers</p>	<p>Pom-pom dancing – circles</p> <p>Squiggle While You Wiggle – Up, down, crossing midline</p> <p>Can you do that? Challenges</p>	<p>Pom-pom dancing – humps</p> <p>Squiggle While You Wiggle – Circles</p>	<p>Squiggle While You Wiggle – Humps</p> <p>Dough Disco</p> <p>Jump Jim Joe song</p>	<p>Continue learnt movements through squiggle.</p> <p>Dough Disco</p>

LITERACY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<p>Literacy</p> <p>Reading and writing</p>	<p>To listen to short stories with the support of pictures and/or props.</p> <p>To enjoy and have some favourite stories, rhymes, songs, poems or jingles that they look at or sing together with an adult, with other children or alone.</p> <p>To repeat and use actions, words or phrases from familiar stories</p> <p>To fill in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</p> <p>To recognise own name card with the support of a picture.</p> <p>To enjoy mark making freely on and/or in different materials (flour, paint, sand)</p> <p>To distinguish between the different marks that they make.</p>	<p>To continue to enjoy listening to songs, short stories and poems with the support of pictures and/or props.</p> <p>To enjoy looking at print and digital books independently.</p> <p>To begin to make comments on stories.</p> <p>To begin to join in with repeated refrains in familiar stories, rhymes and songs.</p> <p>To begin to develop play around stories using props.</p> <p>To begin to recognise familiar shop and t.v. advertising logos.</p> <p>To explore different materials such as finger painting and chalk.</p> <p>To begin to use a variation of marks such as lines and circles.</p>	<p>To listen to longer stories and poems with increasing attention.</p> <p>To show interest in illustrations.</p> <p>To join in with repeated refrains.</p> <p>To begin to answer "who" and "what" questions in relation to a story, identifying "who is doing what" and remembering parts of "what happened".</p> <p>To know that print carries meaning.</p> <p>To know that information can be relayed through signs and symbols in various forms (printed materials, digital screens and environmental print).</p> <p>To recognise screen icons.</p> <p>To begin to make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>To begin to add meanings to drawings i.e. 'This is a bag.</p> <p>To begin to make marks which represent their name.</p>	<p>To continue listening to stories, answering questions and drawing what they can remember from it to retell what is happening in an illustration.</p> <p>To increasingly answer and ask who, what and where questions, in relation to a story.</p> <p>To be able to anticipate key events and phrases in rhymes and stories.</p> <p>To know that, in English, print is read from left to right and top to bottom.</p> <p>To continue making marks which represent their name.</p> <p>To begin to form some letters from their name.</p> <p>To begin to draw an image of a person/someone relevant to them using lines and circles.</p>	<p>To begin to recognise their own name.</p> <p>To enjoy exploring a wide range of texts such as non-fiction texts and rhymes.</p> <p>To begin to answer why questions in relation to a story.</p> <p>To draw images of a person using lines and circles and to begin to add more details to drawings such as eyes, nose and mouth.</p> <p>To begin to draw images representing events and/or stories.</p> <p>To role play writing from left to right and down the page to write cards, shopping lists, etc.</p>	<p>To begin to answer how questions in relation a story.</p> <p>To continue to engage in conversation about stories, demonstrating an understanding of what has been read to them.</p> <p>To increasingly use emergent writing in their own play.</p> <p>Some children may begin to form the graphemes learned through Pre-Phase 2.</p> <p>To form some letters from their name with increasing accuracy.</p>
<p>Phonics</p>	<p>Aspect 1 Environmental Sounds activities 1, 2 and 3: To listen to and identify sounds. To identify some sounds I like and don't like.</p> <p>Aspect 2 Instrumental Sounds Activities 1 and 2 To play an instrument to describe a sound or action. To copy loud or quiet sounds with an instrument. To stop and start playing an instrument at a signal. To begin to be able to identify an instrument and name an instrument being played.</p> <p>Aspect 3 Body Percussion Activities 1, 2 3</p>	<p>Aspect 1 Environmental Sounds activity 5 and 6 To make noises on different surfaces using a beater. To identify sounds I like and don't like. To recognise familiar sounds.</p> <p>Aspect 2 Instrumental Sounds Activities 3, 4 and 5 To identify different instrumental sounds. To listen and respond to an instrument being played. To copy loud and quiet sounds with an instrument. To stop and start playing an instrument at a signal. To identify and name different instruments. To play an instrument on my own or in a group.</p>	<p>Aspect 1 Environmental Sounds activities 4 and 7 To identify animal sounds. To discuss and imitate animal sounds using my voice. To listen and identify indoor sounds.</p> <p>Aspect 2 Instrumental Sounds activities 6, 7 and 8 To play an instrument to describe a sound or action. To create loud and quiet sounds with an instrument. To listen and copy a simple beat.</p> <p>Aspect 3 Body Percussion Activities 7, 8, 9 To join in with action songs. To copy a body sound. To make different types of sounds.</p>	<p>Aspect 1 Environmental Sounds Environmental Sounds activities 8, 9 and 10 To listen to and identify many indoor and outdoor sounds. To use my voice to make different sounds.</p> <p>Aspect 2 Instrumental Sounds activities 9 and 10 To describe the sounds of different noise makers. To copy a simple rhythm or beat. To identify and name many different instruments.</p> <p>Aspect 3 Body Percussion Activity 10 To join in with a familiar song.</p>	<p>Continuous: revisit previous skills from Aspects 1-6</p> <p>Aspect 5: Alliteration</p> <p>To suggest an object with a given letter sound To suggest a name with a given letter sound To copy exaggerated sounds such as ssssss To make the correct mouth movements for simple sounds To match two objects that have the same initial sound To join in with alliterative stories or rhymes such as tongue twisters.</p>	<p>Continuous: revisit previous skills from Aspects 1-6</p> <p>Aspect 7: Oral Blending and Segmenting</p> <p>Activities 1-10: To understand sound - talk to say a word. To copy and speak in sound talk e.g. tan t-a-n To understand and identify words by blending e.g. t-a-p tap! To count or clap the phonemes in cvc words.</p> <p>Those children who have completed Phase 1 and are ready to recognise and say letter sounds will begin Pre-Phase 2.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Phonics (Continued)	<p>To copy and identify a body sound. To move my body to music and sounds. To join in with action rhymes. To perform actions at different speeds. To suggest times when to be loud or quiet.</p> <p>Aspect 6 Voice Sounds Activities 1, 2, 3, 6: To make voice sounds such as weeee and splish splash. To explore different speech sounds. To explore mouth movement such as blowing, sucking and wiggling my tongue. To experiment with voice sounds such as shouting, whispering and squeaking. To imitate animal sounds.</p>	<p>To explore how to make different musical sounds. To listen and copy a simple rhythm.</p> <p>Aspect 3 Body Percussion Activities 4, 5, 6 To copy, make and identify different types of body sounds. To join in with a familiar song. To copy actions to a familiar song. To create new actions for a familiar song. To perform actions and sounds at different speeds.</p> <p>Aspect 6 Voice Sounds Activities 4, 5: To join in with and sing a familiar song. To copy actions to a familiar song. To continue to make voice sounds. To add sound effects to a song using my voice. To talk about different sounds that To make with my voice. To begin to describe a sound e.g., loud/quiet, high/low.</p>	<p>To perform actions and sounds at different speeds. To copy a body sound. To make different types of body sounds. To join in with actions in a story. To perform actions and sounds at different speeds. To copy a body sound. To make different types of body sounds.</p> <p>Aspect 6 Voice Sounds Activities 7, 8, 9 : To join in with a familiar story. To make and experiment with voice sounds. To describe a sound e.g., loud/quiet, high/low.</p> <p>Aspect 4 Rhythm and Rhyme Activity 3: To move in time to a beat. To join in with repetitive rhymes and stories. To join in with actions to rhymes.</p>	<p>To copy actions to a familiar song. To create new actions and body sounds for a familiar song.</p> <p>Aspect 6 Voice Sounds Activity 10: To use my voice to add sound effects to stories and rhymes.</p> <p>Aspect 4 Rhythm and Rhyme Activities 2 and 7: To recognise syllables in words. To count syllables in words. Activities 1 and 6: To use words to describe a rhythm. To copy a simple rhythm and beat. To recognise words that rhyme. Activities 4, 5, 8, 9, 10: To recognise words that rhyme. To continue a rhyming string</p>	<p>Those children who have completed Phase 1 and are ready to recognise and say letter sounds will begin Pre-Phase 2. To say the phoneme 's' and 'a'. To recognise the grapheme 's' and 'a'. To identify the phoneme 's' and 'a' in words.</p>	<p>To say the phonemes: 't', 'p', 'i', 'n' 'm' and 'd'.</p> <p>To recognise the graphemes: 't', 'p', 'i', 'n' 'm' and 'd'.</p> <p>To identify the pho-nemes: 't', 'p', 'i', 'n' 'm' and 'd' in words.</p>

MATHS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Maths	<p>More than, fewer than, same. Explore and build with shapes and objects.</p>	<p>Explore repeats. Hear and say number names. Begin to order number names. Begin to order number names. I see 1, 2, 3</p>	<p>Join in with repeats. Explore position and space. Show me 1, 2, 3. Move and label 1, 2, 3. Explore position and routes.</p>	<p>Explore patterns. Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections. Lead on own repeats.</p>	<p>Start to puzzle. Making patterns together. Make games and actions. Show me 5. My own pattern.</p>	<p>Stop at 1, 2, 3, 4, 5 Match, sort, compare.</p>
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
White Rose planning documents are used for activities as per whole school planning.						

UNDERSTANDING THE WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Understanding the world. People and communities	To have a sense of own immediate family and relations and pets In pretend play, to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea or roleplaying familiar animals	To begin to have their own friends. To show interest in the lives of people who are familiar to them. To retell a simple past event in correct order. To talk about Christmas and understand that the next celebration will be in the future.	To enjoy joining in with family customs and routines To recognise and describe special times or events for family or friends	To remember and talk about significant events in their own experience To show interest in different occupations, doctors, nurses, dentists and vets To understand the story of Easter and to understand how this happened in the past	To recognise and describe special times or events for family or friends To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' To show interest in different occupations, police and firefighters To explore the roles of a police officer and a firefighter	To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family To show interest in different ways of life indoors and outdoors To look at homes around the world and identify similarities and differences
Understanding the World: The World	To notice detailed features of objects in their environment To talk about some of the things that they have observed such as plants, animals, natural and found objects	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To understand seasonal changes in Winter To identify the clothes that are worn in winter and why To explore freezing, melting and observe evaporation To understand opposites such as wet and dry, hot and cold	To understand seasonal changes in Spring To develop an understanding of growth and talk about the differences in adult and baby animals To understand the lifecycles of some animals such as caterpillars To show care and concern for animals	To notice and describe seasonal changes in Spring To develop an understanding of plant growth and decay To identify what plants need to grow To observe and understand the lifecycle of some plants such as beans To learn that many food items are grown To show care and concern for plants	To notice and describe seasonal changes in Summer To talk about why things happen and how things work To begin to understand the effect their behaviour can have on the wider environment To have an understanding of why we recycle and other ways that we can look after our world To look at structures that were built in the past and discuss how these are old
Understanding the World: Technology	To seek to acquire basic skills in turning on and operating some digital equipment To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. To play with water to investigate "low technology" such as washing and cleaning	To show an interest in technological toys with knobs or pulleys To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images To use pipes, funnels and other tools to carry water from one place to another.	To use brushes and other tools to transport water from one place to another To investigate wind using items such as streamers and windmills	To know how to operate simple equipment, e.g. turn on CD player and use a control To know how to operate technological toys such as syringes and pipettes	To channel water using pipes, guttering and stands To navigate cameras and touch-capable technology with support To know that information can be retrieved from digital devices and the internet	To be able to program a Beebot using simple instructions, go forward, turn and go backwards To learn cause and effect, for example, to make a string puppet using dowels and string to suspend the puppet

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Understanding the World (continued)	<p>Guardians will send in photographs of the children's families, friends, pets or favourite people, both indoors and out. Adults will talk to children about their friends, their families, and why they are important. Children will have access to resources that they can use to imitate everyday actions and events from their lives and that represent their culture. Adults will tell stories about places and journeys. Adults will encourage the children to explore puddles, trees and surfaces such as grass, concrete or pebbles.</p>	<p>The children will be encouraged to collect and bring in to school Autumn treasures. Adults will encourage the children to explore and, when suitable, classify the objects. Adults will provide opportunities to reflect on past experiences through sharing pictures and objects from home during Show and Tell. To share some Christmas traditions in school, to involve families in these as part of a Christmas song and crafts morning. To put a Christmas tree in the home corner for children to decorate.</p>	<p>Adults will teach skills and knowledge in contextual practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate, cooking eggs, or observing ice outdoors. Adults will provide opportunities for children to identify clothing and other artefacts related to Winter.</p>	<p>Adults will demonstrate how to show care and concern for animals, explaining why it is important. Adults will provide story and information books about places, such as a zoo or the forest, to remind children of visits to real places. Children will have opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs. Children will have opportunities to explore different habitats. Adults will support the children to take note of growth and any decay in the garden.</p>	<p>The children will have opportunities to explore different types of seed and bulb and observe how they grow. Children will have daily opportunities to water and observe plants.</p>	<p>To show care and concern for the environment. Adults will provide resources that allow children to learn about the World, homes and landscapes around the World. Adults will provide resources that allow children to view life and buildings from the past. Adults will share stories related to pollution and climate change. Adults will provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment. The children will have access to water transporting materials and adults will model how to transport water from one place to another using stands and pipes.</p>

EXPRESSIVE ARTS AND DESIGN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<p>Expressive Arts and Design</p> <p>Creating with materials</p>	<p>To mirror simple actions</p> <p>To enjoy moving, dancing and ring games</p> <p>To enjoy and respond to playing with colour in a variety of ways, for example combining colours</p> <p>To show interest in repetitive stories, rhymes, songs and sound play</p> <p>To have some favourite stories, rhymes, songs, poems or jingles</p> <p>To explore indoor and outdoor sounds and learn how sounds and movements can be changed</p> <p>To create sounds by rubbing, shaking, tapping, striking or blowing</p> <p>To shows an interest in the way sound makers and instruments sound</p> <p>To use 3D and 2D structures to explore materials and/or to express ideas</p> <p>To begin to join construction pieces,</p>	<p>To make marks that represent objects from observation and experience</p> <p>To enjoy moving, dancing and ring games that include a partner</p> <p>To fill in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</p> <p>To begin to join in with repeated refrains in familiar stories, rhymes and songs</p> <p>To join in with singing our weekly Nursery rhyme and Christmas songs</p> <p>To experiment with ways of playing instruments and other objects, e.g. <i>loud/quiet</i>, <i>fast/slow</i></p> <p>To create sounds by performing actions such as rubbing or blowing</p> <p>To use tools for a purpose</p> <p>To be able to stack and balance construction materials vertically and horizontally</p>	<p>To begin to use drawing to represent objects from observation and experience</p> <p>To develop an understanding of using lines to enclose a space,</p> <p>To join in with repeated refrains</p> <p>To begin to explore rhyme within stories and song</p> <p>To tap out simple repeated rhythms</p> <p>To develop an understanding of how to create and use sounds intentionally</p>	<p>To begin to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>To continue to explore colour and how colours can be changed</p> <p>To anticipate key events and phrases in rhymes</p> <p>To make enclosures such as animal pens</p>	<p>To use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>To suggest rhyming words</p>	<p>To use drawing to represent actions and objects based on imagination, observation and experience</p> <p>To begin to draw scenes</p> <p>To complete a rhyming string</p> <p>To be able to sing many familiar songs, e.g. pop songs, songs from TV programmes, rhymes and songs from home</p>
<p>Expressive arts and design</p> <p>Being imaginative and expressive</p>	<p>To use everyday materials to explore, understand and represent his world – his ideas, interests and fascinations</p> <p>Begins to make believe by pretending using sounds, movements, words, objects</p> <p>To engage in play based on own first-hand experiences</p>	<p>To create rhythmic sounds and movements</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p>To engage in imaginative play based on own ideas or first-hand experiences</p>	<p>To sing to self and makes up simple songs</p> <p>To notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>To use available resources to create props</p>	<p>To play alongside other children who are engaged in the same theme</p> <p>To engage in imaginative play based on own ideas, first-hand and peer experiences</p>	<p>To use available resources to create props</p> <p>To create sounds, movements and drawings to accompany stories</p> <p>To experiment and creates movement in response to music, stories and ideas</p>	<p>To use available resources to create props or create imaginary ones to support play</p> <p>To begin to introduce a storyline into their play</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Expressive arts and design						