

**PSED – (Personal, Social and Emotional Development)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>PSED Making relationships</b>	<ul style="list-style-type: none"> <li>To build relationships with key adults.</li> <li>To transition into the classroom with support and encouragement from a familiar adult.</li> <li>To begin to explore provision inside and outdoors.</li> <li>To play alongside other children, using talk and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to adults and their friends one-to-one when conversation interests them.</li> <li>To enjoy playing alone, alongside and with others.</li> <li>To begin to develop friendships.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show effortful control, waiting for toys and waiting for their turn.</li> <li>To invite others to play and to begin to suggest play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show effortful control, waiting for toys and waiting for their turn.</li> <li>To invite others to play and to begin to suggest play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To suggest play ideas with confidence.</li> <li>To begin to problem, solve and suggest their own solutions.</li> <li>To begin to look to a supportive adult for help in resolving any further conflict with peers.</li> </ul>	<ul style="list-style-type: none"> <li>To develop positive relationships with peers and adults within school.</li> <li>To practise skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving any further conflict with peers.</li> </ul>
<b>PSED Sense of self</b>	<ul style="list-style-type: none"> <li>To begin to learn and follow the rules.</li> <li>To make independent choices, e.g. what fruit they would like to eat?</li> <li>To say what they like and dislike in words or actions.</li> </ul>	<ul style="list-style-type: none"> <li>To self-select activities and resources.</li> <li>To increasingly follow the rules.</li> <li>To enjoy a sense of belonging.</li> <li>To take off own coat and bag and hang them up.</li> <li>To begin to become aware of similarities and differences between themselves and others, e.g. hair colour, likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>To develop independence in getting dressed.</li> <li>To put on own scarf, hat and gloves.</li> <li>To understand that they are part of, and belong to, the school community.</li> <li>To enjoy a sense of belonging through being involved in keeping the room tidy by tidying up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy taking part in daily jobs such as the garden check, watering plants.</li> <li>Cleaning the snack table.</li> <li>To explore healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>To increasingly recognise that some choices, actions and words can hurt others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>To show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations.</li> <li>Be able to express their needs and ask adults for help.</li> </ul>
<b>PSED Understanding emotions</b>	<ul style="list-style-type: none"> <li>To seek comfort from familiar adults when needed and begin to distract themselves with a comfort object.</li> <li>To begin to understand and identify their emotions by placing their face on to the happy, sad, angry, scared or calm emoji board</li> </ul> <p>To respond to the feelings of others, showing concern and offering comfort</p>	<ul style="list-style-type: none"> <li>To begin to accept and seek an adult's co-regulation (allowing themselves to be calmed and comforted)</li> <li>To identify and articulate in single words how they are feeling, "sad", "happy", "angry", "scared".</li> </ul>	<ul style="list-style-type: none"> <li>To say how they feel using 3-4 word sentence.</li> <li>To introduce some different strategies children can use when they start to feel upset, angry, over stimulated.</li> </ul>	<ul style="list-style-type: none"> <li>To increasingly recognise that some choices, actions and words can hurt others' feelings.</li> <li>To begin to identify how others might be feeling using simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about how others might be feeling and begin to respond according to their understanding of the other person's needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express and articulate a range of emotions.</li> <li>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.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation

<b>PSED</b>	<ul style="list-style-type: none"> <li>• Adults will support children into the setting and support the child through co-regulation.</li> <li>• 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.</li> <li>• Adults will support children to engage in name games to help the children settle and to become familiar with peers and adults.</li> <li>• 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?"</li> <li>• Adults will provide consistent routines and use visual timetables. Adults will model how to use resources, take turns and how to tidy away.</li> <li>• Adults will model and explain boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will teach children how to independently put on their coats and how to hang them.</li> <li>• Adults will offer positive praise and reinforcement to all children, highlighting when children have followed our class rules.</li> <li>• Adults will provide listening and attention games in small groups e.g. orchard toys games.</li> <li>• Adults will continue to play ring games that allow the children to make choices</li> <li>• 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".</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will focus on praise the children's efforts in completing daily tasks.</li> <li>• Adults will model language to promote thinking.</li> <li>• Children will plan, do and review their learning in small groups</li> <li>• 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". Adults will support children to identify and access the calm castle as a quiet place to calm down</li> <li>• Children will listen to social stories about sharing and joining play.</li> <li>• 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.</li> <li>• Adults will suggest and model ways to join others' play such as asking, "What are you doing?" or "Can I play?"</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Adults will model thinking in provision, talking about what they are going to do, doing and what they have done.</li> <li>• 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.</li> <li>• Adults will encourage the children to identify and label the emotions of others using simple sentences, e.g. "Sally feels sad".</li> <li>• Children will increasingly take part in daily jobs such as the garden check, watering plants, turning plants and cleaning the snack table.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will use books that provide opportunities to explore the character's emotions and consider the character's needs and wants.</li> <li>• 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.</li> <li>• 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".</li> <li>• Adults will model problem-solving to support the children to develop their skills of assertion, negotiation and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will continue to use talk to highlight the emotions of the child and other children.</li> <li>• 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".</li> <li>• Adults will continue to model problem solving to support the children to develop their skills of assertion, negotiation and compromise</li> </ul>
-------------	---	---	--	---	---	--

**Communication and Language**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>C &amp; L</b> <b>Listening and attention</b>	<ul style="list-style-type: none"> <li>• To be able to shift to a different task if attention fully obtained</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that listening is important.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to understand that listening is important.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to listen in small groups when conversation interests them.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to longer stories with increasing recall</li> </ul>	<ul style="list-style-type: none"> <li>• To have focussing attention – can still listen or do, but can change their own focus of attention</li> </ul>

	<ul style="list-style-type: none"> <li>To show interest in repetitive stories, rhymes, songs and sound play</li> <li>To listen to short stories with the support of pictures and/or props</li> </ul>	<ul style="list-style-type: none"> <li>To listen to adults and their friends one-to-one when conversation interests them.</li> <li>To take turns 1-1 with an adult.</li> <li>To maintain attention during short appropriate group activities.</li> <li>To continue to listen to short stories and poems with the support of pictures and/or props.</li> <li>To begin to join in with repeated refrains in familiar stories, rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others in small groups when conversation interests them.</li> <li>To take turns 1-1 and in a small group, when conversation interests them.</li> <li>To join in with repeated refrains.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to listen to longer stories with developing attention</li> <li>To anticipate key events and phrases in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand answer why questions in relation to a story</li> <li>To use intonation, rhythm and phrasing to make the meaning clear to others</li> </ul>	<ul style="list-style-type: none"> <li>To maintain attention during adult-led appropriate activities</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>To follow simple instructions such as "get your coat", "tidy up" and "wash teddy"</li> </ul>	<ul style="list-style-type: none"> <li>Understands who, what and where in simple questions such as, "Who is jumping?" and "Where are your shoes?"</li> <li>Understands use of objects (e.g. Which one do we cut with?)</li> </ul>	<ul style="list-style-type: none"> <li>To begin to answer "who" and "what" questions in relation to a story, identifying "who is doing what" and remembering parts of "what happened"</li> </ul>	<ul style="list-style-type: none"> <li>To answer who, what and where questions in relation to a story.</li> <li>To begin to follow two-part instructions</li> <li>To use comparatives smaller, bigger, longer,</li> <li>To show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>To follow two-part instructions.</li> <li>To use comparatives smallest, biggest, shortest, longest</li> <li>To understand the prepositions first, last, after, in front and behind</li> </ul>	<ul style="list-style-type: none"> <li>To understand the prepositions before and after</li> <li>To understand who, what and when questions without a visual</li> <li>To begin to understand and answer why and how questions without a visual</li> <li>To be able to sort items into categories e.g. air vs land, zoo vs farm</li> <li>To understand the concept of "either"</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Beginning to ask simple questions</li> <li>Beginning to talk about people and things that are not present</li> <li>Beginning to ask simple questions</li> <li>Beginning to talk about people and things that are not present</li> </ul>	<ul style="list-style-type: none"> <li>Holds a conversation, jumping from topic to topic</li> <li>Learns new words very rapidly and is able to use them in communication</li> <li>Uses longer sentences (e.g. Mummy gonna work)</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of questions (e.g. what, where, who)</li> <li>Beginning to use word endings (e.g. going, cats)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> </ul>	<ul style="list-style-type: none"> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> </ul>	<ul style="list-style-type: none"> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> </ul>
	<b>Implementation</b>			<b>Implementation</b>		
	<ul style="list-style-type: none"> <li>Weekly planned nursery rhymes</li> <li>Elklan language builder strategies such as ICW interventions to support children's understanding and use of spoken language.</li> <li>Adults will use a 1 question to 4 comments ratio.</li> <li>Adults will support children to build longer phrases and sentences by repeating children's phrases and expanding by adding one word.</li> <li>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..."</li> <li>Children will work towards identifying 'who', 'what doing' and 'what' using real life pictures and identify "what happened?" using illustrations from our key stories.</li> <li>Adults will support children to listen to longer stories by using pictures, sounds and/or puppets.</li> <li>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.</li> </ul>			<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>		

**Physical Development**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Moving and Handling</b>	<ul style="list-style-type: none"> <li>• To run safely on whole foot</li> <li>• To move in response to music</li> <li>• To begin to show preference for a dominant hand and/or leg/foot</li> <li>• To turn pages in a book, sometimes several at once</li> <li>• To use musical objects such as tambourines and drums</li> </ul>	<ul style="list-style-type: none"> <li>• To climb stairs, steps and move across climbing equipment using alternate feet</li> <li>• To maintain balance using hands and body to stabilise</li> <li>• To begin to run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• To balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• To run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>• To crawl, jump and hop.</li> </ul>	<ul style="list-style-type: none"> <li>• To grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• To move in a variety of ways (star jumps)</li> <li>• To balance, and move across a plank, holding arms out to balance.</li> </ul>	<ul style="list-style-type: none"> <li>• To create lines and circles pivoting from the shoulder and elbow</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To manipulate a large range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes and a toothbrush</li> <li>• To be able to use small moulds and other small tools, such as lolly sticks and their fingers to add definition and design to</li> </ul>

	<ul style="list-style-type: none"> <li>• To hold mark-making tools with thumb and all fingers</li> <li>• To holds scissors, often with both hands, learning to open and close the blades</li> <li>• To use a short-handled spade to dig in the sand</li> </ul>	<ul style="list-style-type: none"> <li>• To explore looped handled scissors and make snips in paper</li> <li>• To use a tripod grip to pick up and place pegs</li> <li>• To effectively use spoons and short handled spades to transfer material and fill containers</li> <li>• To pour from a jug.</li> </ul>	<ul style="list-style-type: none"> <li>• To use dance scarves and ribbons to make large movements</li> <li>• To use scissors to cut card by moving forward and working towards cutting in a continuous line</li> <li>• To fasten buttons to dress dolls</li> <li>• To use a long-handled spade to dig</li> <li>• To use a ladle to collect and transport liquids</li> </ul>	<ul style="list-style-type: none"> <li>• To use scissors to cut paper in a continuous line</li> </ul>	<p>their creations in playdough and sand</p>	
<b>Health and self-care</b>	<ul style="list-style-type: none"> <li>• To help with and increasingly independently put on and take off simple clothing items such as hats and wellington boots</li> <li>• To put their arms in to an open fronted coat when held up</li> <li>• To hang their coat on a peg</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise danger and seek the comfort of significant adults</li> <li>• To gain more bowel and bladder control</li> <li>• To tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• To put on unzipped jacket and to pull zip up once it is fastened at the bottom</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and describe in actions the effects of physical activity on their bodies</li> <li>• Can wash and can dry hands effectively after the toilet and before eating</li> <li>• Takes practical action to reduce risk</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and can describe in words the effects of physical activity on their bodies</li> <li>• To say why handwashing is important</li> <li>• To attend to toileting needs most of the time themselves</li> <li>• To name and identify different parts of the body</li> <li>• To begin exploring healthy food choices and what this means</li> <li>• To try a range of healthy fruit and vegetables and express likes or dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and control breath, able to take deep breaths, scrunching and releasing the breath</li> <li>• To mirror the playful actions or movements of another adult or child</li> </ul>	<ul style="list-style-type: none"> <li>• To work towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understand why this is important.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Pom-pom Dancing – Up, down, side-to-side</li> <li>• Stand-up Sit-down – Sticky Kids, Shake Your Sillies Out</li> <li>• Obstacle course challenges</li> <li>• Ribbon dancing</li> <li>• Stop start games</li> <li>• Modelling and supporting holding mark making equipment.</li> <li>• Teach children 'the magic flip' for putting on coats.</li> <li>• Boards with zippers, locks, ties to support fine motor.</li> </ul>	<ul style="list-style-type: none"> <li>• Pom-pom dancing – crossing midline and circles</li> <li>• Let's go walking &amp; Come Dance with Me – Sticky Kids</li> <li>• Circus videos and equipment in CP Make streamers.</li> <li>• Using stairs daily, firstly with support of an adult if needed.</li> <li>• The "Tightrope" Walk: Use floor tape or low balance beams. Encourage them to hold their arms out like "airplane wings."</li> <li>• Play music and have them "freeze" on one leg or in a crouch. This forces the core muscles to engage to stabilize the body.</li> <li>• Bubble Chasing: Blow bubbles in an open space. Children have to navigate around each other to pop them without bumping.</li> </ul>	<ul style="list-style-type: none"> <li>• Pom-pom dancing – circles</li> <li>• Squiggle While You Wiggle – Up, down, crossing midline</li> <li>• Provide different sized spoons and containers filled with dried pasta or lentils.</li> <li>• During carpet time or transitions, see who can stand on one leg like a flamingo while they wait for their name to be called.</li> <li>• Tag Games: Traditional games like Duck, Duck, Goose or What's the Time, Mr. Wolf? are excellent for teaching children how to accelerate, decelerate, and dodge others safely.</li> <li>• Play movement games such as moving like an animal or action games.</li> <li>• The button snake and clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Pom-pom dancing – humps</li> <li>• Squiggle While You Wiggle – Circles</li> <li>• Start with a very large, soft ball (like a beach ball or a slow-moving foam ball). Encourage children to "hug" the ball against their chest as it arrives.</li> <li>• Use silk scarves. They fall slowly through the air, giving the child's brain more time to coordinate the "grasp" and "release" movement.</li> <li>• The "Chomp" Method: Teach them that the scissors shouldn't "snap" shut all the way to the tip; instead, they should make small, continuous "bites" as they slide the blades forward along the line.</li> <li>• Point out effects of exercise, use mirrors or partners to notice</li> </ul>	<ul style="list-style-type: none"> <li>• Squiggle While You Wiggle – Humps</li> <li>• Dough Disco Jump Jim Joe song</li> <li>• Give children large decorators' brushes and a bucket of water in the outdoor area.</li> <li>• Use long ribbons to draw "Giant Os" and "Long Is" in the air.</li> <li>• Have children lie on their backs with a small beanbag on their tummy. Tell them to breathe in so the "balloon" (tummy) pushes the beanbag up, then breathe out to let it sink.</li> <li>• Use a bubble wand. To get a big bubble, they must learn to exhale slowly and steadily, rather than a quick, sharp puff.</li> <li>• Pair children up. One is the "Actor" and the other is the "Mirror." Whatever the Actor</li> </ul>	<ul style="list-style-type: none"> <li>• Continue learnt movements through squiggle.</li> <li>• Dough Disco</li> <li>• Ensure your creative area has a variety of scissors (pinking shears, wavy edges, and standard). Swapping between them helps the hand adapt to different weights and resistances.</li> <li>• Provide small moulds (silicone cupcake liners, sandcastle moulds) and lolly sticks in playdough and malleable area.</li> <li>• In the sand tray, use stamps or the ends of lolly sticks to create "secret codes" or patterns. This teaches them that the amount of pressure they apply changes the design.</li> <li>• The Sleepy Story: Read books</li> </ul>

		<ul style="list-style-type: none"> <li>Use small, manageable jugs (with handles) and colored water.</li> </ul>	<ul style="list-style-type: none"> <li>with buttons.</li> <li>Hand washing visuals in the toilets.</li> </ul>	<ul style="list-style-type: none"> <li>things like red faces etc.</li> <li>Simon says to identify different parts of the body.</li> <li>Draw around ourselves and label and discuss.</li> <li>Use a timer for things like hand washing and tooth brushing.</li> <li>Sorting foods into food groups.</li> </ul>	<ul style="list-style-type: none"> <li>does (slowly waving, touching their nose, hopping), the Mirror must copy.</li> <li>Action Songs: Use songs like "If You're Happy and You Know It" or "The Hokey Cokey," but add complex actions (like rolling wrists or wiggling ears) for them to observe and mirror.</li> </ul>	<ul style="list-style-type: none"> <li>about bedtime (like <i>Peace at Last</i>). Discuss why our brains need to "recharge" like a tablet or a phone.</li> </ul>
--	--	--	---	--	--	--

**Literacy**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<p><b>Literacy</b></p> <p><b>Reading and writing</b></p>	<ul style="list-style-type: none"> <li>To listen to short stories with the support of pictures and/or props.</li> <li>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.</li> <li>To repeat and use actions, words or phrases from familiar stories</li> <li>To fill in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> <li>To recognise own name card with the support of a picture.</li> <li>To enjoy mark making freely on and/or in different materials (flour, paint, sand)</li> <li>To distinguishes between the different marks that they</li> </ul>	<ul style="list-style-type: none"> <li>To continue to enjoy listening to songs, short stories and poems with the support of pictures and/or props.</li> <li>To enjoy looking at print and digital books independently.</li> <li>To begin to make comments on stories.</li> <li>To begin to join in with repeated refrains in familiar stories, rhymes and songs.</li> <li>To begin to develop play around stories using props.</li> <li>To begin to recognise familiar shop and t.v. advertising logos.</li> <li>To explore different materials such as finger painting and chalk.</li> <li>To begin to use a variation of marks such as lines and circles.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to longer stories and poems with increasing attention.</li> <li>To show interest in illustrations.</li> <li>To join in with repeated refrains.</li> <li>To begin to answer "who" and "what" questions in relation to a story, identifying "who is doing what" and remembering parts of "what happened".</li> <li>To know that print carries meaning.</li> <li>To know that information can be relayed through signs and symbols in various forms (printed materials, digital screens and environmental print).</li> <li>To recognise screen icons.</li> <li>To begin to make up stories, play scenarios, and drawings</li> </ul>	<ul style="list-style-type: none"> <li>To continue listening to stories, answering questions and drawing what they can remember from it to retell what is happening in an illustration.</li> <li>To increasingly answer and ask who, what and where questions, in relation to a story.</li> <li>To be able to anticipate key events and phrases in rhymes and stories.</li> <li>To know that, in English, print is read from left to right and top to bottom.</li> <li>To continue making marks which represent their name.</li> <li>To begin to form some letters from their name.</li> <li>To begin to draw an image of a person/someone relevant to them using lines and circles.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise their own name.</li> <li>To enjoy exploring a wide range of texts such as non-fiction texts and rhymes.</li> <li>To begin to answer why questions in relation to a story.</li> <li>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.</li> <li>To begin to draw images representing events and/or stories.</li> <li>To role play writing from left to right and down the page to write cards, shopping lists, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to answer how questions in relation a story.</li> <li>To continue to engage in conversation about stories, demonstrating an understanding of what has been read to them.</li> <li>To increasingly use emergent writing in their own play.</li> <li>Some children may begin to form the graphemes learned through Pre-Phase 2. To form some letters from their name with increasing accuracy.</li> </ul>

	make.		in response to experiences, such as outings. ● To begin to add meanings to drawings i.e. 'This is a bag.' ● To begin to make marks which represent their name.			
	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>
	<ul style="list-style-type: none"> <li>● Story sacks</li> <li>● Puppets</li> <li>● Paint characters from nursery rhymes onto wooden spoons. Keep them in a jar in the book corner for children to pick up and sing alone or with peers.</li> <li>● Call and Response: Use stories with heavy repetition like We're Going on a Bear Hunt. Pause before the repetitive phrase (e.g., "We can't go over it...") and use a "listening ear" hand gesture to prompt them to fill it in.</li> <li>● Action Songs: Use "The Wheels on the Bus" or "Wind the Bobbin Up" to link physical movement to specific vocabulary.</li> <li>● Children to use messy play to create purposeful, mirrored marks.</li> </ul>	<ul style="list-style-type: none"> <li>● Microphone Play: Use an echo mic or a "magic wand." When you point it at a child during a song like <i>Humpty Dumpty</i>, it's their turn to shout the missing word ("Wall!").</li> <li>● "Stop &amp; Wonder" Prompts: While reading to a small group, use "I wonder..." statements to encourage comments. "I wonder why the Bear looks sad?" or "What do you think is behind that door?" This validates their thoughts without there being a "wrong" answer.</li> <li>● Small World "Story Trays": Set up a tuff tray with items from a specific book.</li> <li>● Prop Boxes that are linked to familiar stories</li> <li>● Create a simple matching board with logos they see daily</li> <li>● Use of different materials and media to create desired marks.</li> </ul>	<ul style="list-style-type: none"> <li>● The "Story Map": After reading a longer book, draw a simple story map on a large roll of paper</li> <li>● Occasionally read a book without showing the pictures first. Ask them what they think it looks like, then reveal the illustration. Discuss the colors or details: "Look at the tiny mouse hiding in the corner! Why is he there?"</li> <li>● Label everything with purpose. For example, resources and how many can play labels.</li> <li>● Use a "Story Tray" with open-ended materials (pebbles, fabric, wooden figures). Encourage them to create their own scenario: "Once upon a time, the dinosaur went to the shops..."</li> <li>● Provide different "adult" tools—envelopes, stamps, clipboards, and post-it notes. Children love "writing" a letter to Mum or a shopping list, which often leads to them trying to write the first letter of their name.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a large foam cube with "Who," "What," and "Where" written on the sides (with icons: a person, an object, a house). Roll the dice after a story to determine what kind of question the group has to answer.</li> <li>● Use a "witch's finger" or a sparkly pointer when reading a Big Book. Exaggerate the movement from left to right and the "sweep" back to the next line.</li> <li>● Place the child's name card at the top of a sand tray. Encourage them to use their finger to copy the "tall lines" and "round circles" of their initial letter.</li> <li>● The "Mirror Challenge": Place a mirror in the creative area. Ask the child: "What shape is your head?" (Circle). "Where do your legs come from?" (Lines). This helps them translate their body into shapes.</li> </ul>	<ul style="list-style-type: none"> <li>● Cut their name card into three or four zig-zag pieces. They have to assemble the letters in the correct order to "find" themselves.</li> <li>● The "Why" Puppet: Use a "Confused Puppet" during storytime who asks silly questions. "Why is the Gingerbread Man running? Is he doing his morning exercise?" This prompts the children to correct the puppet with the real "why" (e.g., "No, because the cow wants to eat him!").</li> <li>● Story Scribing: When a child draws a scene from a story, ask them to explain it. Write their explanation at the bottom. This links their visual marks to narrative events.</li> <li>● Add more mark making opportunities to different areas.</li> </ul>	<ul style="list-style-type: none"> <li>● After reading a story where a character solves a problem (e.g., <i>The Enormous Turnip</i>), ask: "How did they finally get the turnip out?" Use a simple 1-2-3 sequence board to map the "How."</li> <li>● Alternative Endings: Encourage conversation by asking: "How would the story change if the Bear wasn't home?" This demonstrates a deep understanding of the plot's "gears."</li> <li>● Use "I wonder..." statements to keep the conversation flowing.</li> <li>● Introduce initial sounds (s, a, t, p, i, n). Hide plastic letters in rice or sand. When a child finds one, they practice the "Air Write" or "Sand Trace" for that specific grapheme.</li> <li>● Dotted name cards for children to trace their name.</li> </ul>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Phonics</b>	<p><b>Aspect 1 Environmental Sounds</b> To listen to and identify sounds. To identify some sounds I like and don't like.</p> <p><b>Aspect 2 Instrumental Sounds</b> 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><b>Aspect 3 Body Percussion</b> Activities 1, 2 3</p>	<p><b>Aspect 1 Environmental Sounds</b> To make noises on different surfaces using a beater. To identify sounds I like and don't like. To recognise familiar sounds.</p> <p><b>Aspect 2 Instrumental Sounds</b> 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.</p>	<p><b>Aspect 1 Environmental Sounds</b> To identify animal sounds. To discuss and imitate animal sounds using my voice. To listen and identify indoor sounds.</p> <p><b>Aspect 2 Instrumental Sounds</b> 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><b>Aspect 3 Body Percussion</b> To join in with action songs. To copy a body sound.</p>	<p><b>Aspect 1 Environmental Sounds</b> To listen to and identify many indoor and outdoor sounds. To use my voice to make different sounds.</p> <p><b>Aspect 2 Instrumental Sounds</b> To describe the sounds of different noise makers. To copy a simple rhythm or beat. To identify and name many different instruments.</p> <p><b>Aspect 3 Body Percussion</b> To join in with a familiar song. To copy actions to a familiar song.</p>	<p>Continuous: revisit previous skills from Aspects 1-6</p> <p><b>Aspect 5: Alliteration</b> 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><b>Aspect 7: Oral Blending and Segmenting</b> 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.  Those children who have completed Phase 1 and are ready to recognise and say</p>

	<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><b>Aspect 6 Voice Sounds</b> 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 play an instrument on my own or in a group. To explore how to make different musical sounds. To listen and copy a simple rhythm.</p> <p><b>Aspect 3 Body Percussion</b> 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><b>Aspect 6 Voice Sounds</b> 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 make different types of sounds. 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><b>Aspect 6 Voice Sounds</b> 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><b>Aspect 4 Rhythm and Rhyme</b> 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 create new actions and body sounds for a familiar song.</p> <p><b>Aspect 6 Voice Sounds</b> To use my voice to add sound effects to stories and rhymes.</p> <p><b>Aspect 4 Rhythm and Rhyme</b> To recognise syllables in words. To count syllables in words. To use words to describe a rhythm. To copy a simple rhythm and beat. To recognise words that rhyme. 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>letter sounds will begin Pre-Phase 2. To say the phonemes: 't', 'p', 'i', 'n' 'm' and 'd'.  To recognise the graphemes: 't', 'p', 'i', 'n' 'm' and 'd'.  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 and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation
Maths	More than, fewer than, same. Explore and build with shapes and objects.	Explore repeats. Hear and say number names. Begin to order number names. Begin to order number names. I see 1, 2, 3	Join in with repeats. Explore position and space. Show me 1, 2, 3. Move and label 1, 2, 3. Explore position and routes.	Explore patterns. Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections. Lead on own repeats.	Start to puzzle. Making patterns together. Make games and actions. Show me 5. My own pattern.	Stop at 1, 2, 3, 4, 5 Match, sort, compare.
	Use of White Rose planning to support implementation and progression in skills.					

**Understanding the World**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Understanding the world. People and communities</b>	<ul style="list-style-type: none"> <li>To have a sense of own immediate family and relations and pets</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To begin to have their own friends.</li> <li>To show interest in the lives of people who are familiar to them.</li> <li>To retell a simple past event in correct order.</li> <li>To talk about Christmas and understand that the next celebration will be in the future.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To enjoy joining in with family customs and routines</li> <li>To recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experience</li> <li>To show interest in different occupations, doctors, nurses, dentists and vets</li> <li>To understand the story of Easter and to understand how this happened in the past</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To recognise and describe special times or events for family or friends</li> <li>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>To show interest in different occupations, police and firefighters</li> <li>To explore the roles of a police officer and a firefighter</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To show interest in different ways of life indoors and outdoors</li> <li>To look at homes around the world and identify similarities and differences</li> <li></li> </ul>
<b>Understanding the World: The World</b>	<ul style="list-style-type: none"> <li>To notice detailed features of objects in their environment</li> <li>To talk about some of the things that they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>To understand seasonal changes in Winter</li> <li>To identify the clothes that are worn in winter and why</li> <li>To explore freezing, melting and observe evaporation</li> <li>To understand opposites such as wet and dry, hot and cold</li> </ul>	<ul style="list-style-type: none"> <li>To understand seasonal changes in Spring</li> <li>To develop an understanding of growth and talk about the differences in adult and baby animals</li> <li>To understand the lifecycles of some animals such as caterpillars</li> <li>To show care and concern for animals</li> </ul>	<ul style="list-style-type: none"> <li>To notice and describe seasonal changes in Spring</li> <li>To develop an understanding of plant growth and decay</li> <li>To identify what plants need to grow</li> <li>To observe and understand the lifecycle of some plants such as beans</li> <li>To learn that many food items are grown</li> <li>To show care and concern for plants</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To notice and describe seasonal changes in Summer</li> <li>To talk about why things happen and how things work</li> <li>To begin to understand the effect their behaviour can have on the wider environment</li> <li>To have an understanding of why we recycle and other ways that we can look after our world</li> <li>To look at structures that were built in the past and discuss how these are old</li> </ul>
<b>Understanding the World: Technology</b>	<ul style="list-style-type: none"> <li>To seek to acquire basic skills in turning on and operating some digital equipment</li> <li>To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>To play with water to investigate "low technology" such as washing and cleaning</li> </ul>	<ul style="list-style-type: none"> <li>To show an interest in technological toys with knobs or pulleys</li> <li>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>To use pipes, funnels and other tools to carry water from one place to another.</li> </ul>	<ul style="list-style-type: none"> <li>To use brushes and other tools to transport water from one place to another</li> <li>To investigate wind using items such as streamers and windmills</li> </ul>	<ul style="list-style-type: none"> <li>To know how to operate simple equipment, e.g. turn on CD player and use a control</li> <li>To know how to operate technological toys such as syringes and pipettes</li> </ul>	<ul style="list-style-type: none"> <li>To channel water using pipes, guttering and stands</li> <li>To navigate cameras and touch-capable technology with support</li> <li>To know that information can be retrieved from digital devices and the internet</li> </ul>	<ul style="list-style-type: none"> <li>To be able to program a Beebot using simple instructions, go forward, turn and go backwards</li> <li>To learn cause and effect, for example, to make a string puppet using dowels and string to suspend the puppet</li> </ul>

		<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
--	--	-----------------	-----------------	-----------------	-----------------	-----------------

	Autumn 1					
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children will have access to resources that they can use to imitate everyday actions and events from their lives and that represent their culture.</li> <li>• Adults will tell stories about places and journeys.</li> <li>• Adults will encourage the children to explore puddles, trees and surfaces such as grass, concrete or pebbles.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be encouraged to collect and bring in to school Autumn treasures.</li> <li>• Adults will encourage the children to explore and, when suitable, classify the objects.</li> <li>• Adults will provide opportunities to reflect on past experiences through sharing pictures and objects from home during Show and Tell.</li> <li>• To share some Christmas traditions in school, to involve families in these as part of a Christmas song and crafts morning.</li> <li>• To put a Christmas tree in the home corner for children to decorate.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Adults will provide opportunities for children to identify clothing and other artefacts related to Winter.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will demonstrate how to show care and concern for animals, explaining why it is important.</li> <li>• Adults will provide story and information books about places, such as a zoo or the forest, to remind children of visits to real places.</li> <li>• Children will have opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs.</li> <li>• Children will have opportunities to explore different habitats</li> <li>• Adults will support the children to take note of growth and any decay in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will have opportunities to explore different types of seed and bulb and observe how they grow.</li> <li>• Children will have daily opportunities to water and observe plants.</li> </ul>	<ul style="list-style-type: none"> <li>• To show care and concern for the environment.</li> <li>• Adults will provide resources that allow children to learn about the World, homes and landscapes around the World.</li> <li>• Adults will provide resources that allow children to view life and buildings from the past</li> <li>• Adults will share stories related to pollution and climate change.</li> <li>• Adults will provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</li> <li>• 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.</li> </ul>

**Expressive Art and Design**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent

<p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials</b></p>	<ul style="list-style-type: none"> <li>● To mirror simple actions</li> <li>● To enjoy and respond to playing with colour in a variety of ways, for example combining colours</li> <li>● To show interest in repetitive stories, rhymes, songs and sound play</li> <li>● To explore indoor and outdoor sounds and learn how sounds and movements can be changed</li> <li>● To show an interest in the way sound makers and instruments sound</li> <li>● To begin to join construction pieces,</li> <li>● To fill in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> </ul>	<ul style="list-style-type: none"> <li>● To have some favourite stories, rhymes, songs, poems or jingles</li> <li>● To create sounds by rubbing, shaking, tapping, striking or blowing</li> <li>● To make marks that represent objects from observation and experience</li> <li>● To enjoy moving, dancing and ring games that include a partner</li> <li>● To join in with singing our weekly Nursery rhyme and Christmas songs</li> <li>● To be able to stack and balance construction materials vertically and horizontally</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to use drawing to represent objects from observation and experience</li> <li>● To develop an understanding of using lines to enclose a space</li> <li>● To begin to join in with repeated refrains in familiar stories, rhymes and songs</li> <li>● To begin to explore rhyme within stories and song</li> <li>● To tap out simple repeated rhythms</li> <li>● To develop an understanding of how to create and use sounds intentionally</li> <li>● To use 3D and 2D structures to explore materials and/or to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● To continue to explore colour and how colours can be changed</li> <li>● To anticipate key events and phrases in rhymes</li> <li>● To make enclosures such as animal pens</li> <li>● To experiment with ways of playing instruments and other objects, e.g. loud/quiet, fast/slow</li> <li>● To use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>● To use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>● To suggest rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>● To use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● To begin to draw scenes</li> <li>● To complete a rhyming string</li> <li>● To be able to sing many familiar songs, e.g. pop songs, songs from TV programmes, rhymes and songs from home</li> </ul>
<p><b>Expressive arts and design</b></p> <p><b>Being imaginative and expressive</b></p>	<ul style="list-style-type: none"> <li>● To use everyday materials to explore, understand and represent his world – his ideas, interests and fascinations</li> <li>● Begins to make believe by pretending using sounds, movements, words, objects</li> <li>● To engage in play based on own first-hand experiences</li> </ul>	<ul style="list-style-type: none"> <li>● To create rhythmic sounds and movements</li> <li>● Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>● Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>● To engage in imaginative play based on own ideas or first-hand experiences</li> </ul>	<ul style="list-style-type: none"> <li>● To sing to self and makes up simple songs</li> <li>● To notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>● To use available resources to create props</li> </ul>	<ul style="list-style-type: none"> <li>● To play alongside other children who are engaged in the same theme</li> <li>● To engage in imaginative play based on own ideas, first-hand and peer experiences</li> </ul>	<ul style="list-style-type: none"> <li>● To use available resources to create props</li> <li>● To create sounds, movements and drawings to accompany stories</li> <li>● To experiment and create movement in response to music, stories and ideas</li> </ul>	<ul style="list-style-type: none"> <li>● To use available resources to create props or create imaginary ones to support play</li> <li>● To begin to introduce a storyline into their play</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<ul style="list-style-type: none"> <li>● Place blobs of paint on a large sheet of paper and let children use a window squeegee to swipe across. It creates an instant, physical demonstration of how colors blend and streak together</li> <li>● Provide silk scarves or ribbons. Ask children to mirror the "high, low, fast, slow" movements of a partner while music plays.</li> <li>● Give children colored acetate paddles (red, yellow, blue). Ask them to look at the outdoor world through two held together—what happens to the green grass when they look through a red paddle?</li> </ul>	<ul style="list-style-type: none"> <li>● Fill a bag with objects that represent specific nursery rhymes (a star for <i>Twinkle Twinkle</i>, a spider for <i>Incy Wincy</i>). Let a child pull one out to lead the singing.</li> <li>● Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit</li> <li>● While listening to music, have children draw the "shape" of the sound. (link through squiggle)</li> <li>● Action Table set up with a sign showing icons for Rub,</li> </ul>	<ul style="list-style-type: none"> <li>● Shadow Drawing: On a sunny day or using a torch, project the shadow of a simple object (like a plastic dinosaur) onto paper. Have children trace the outline.</li> <li>● Use a toy microphone. When you reach a repeated refrain (e.g., "I'll huff and I'll puff!"), point the mic at the children.</li> <li>● Rhyming soup game</li> <li>● Tap a simple 3-beat rhythm (1, 2, 3 \dots- pause) and have the children "echo" it back on their laps.</li> <li>● Provide a tray of 2D items (buttons, tiles, lolly sticks) and ask them to represent a</li> </ul>	<ul style="list-style-type: none"> <li>● Till and coins</li> <li>● Selection of play food household objects</li> <li>● Role play outfits</li> <li>● Use pipettes, jars of water, and primary-colored food coloring. Let children "cook" new colors. Provide a "Recipe Card" to show that Red + Blue = Purple.</li> <li>● Use a light box with colored acetate sheets. Children can overlap them to see how light changes the colors they see.</li> <li>● In the block area, provide toy animals and ask, "How can we keep the lions from the zebras?" This encourages them to create enclosures</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce various ways to connect materials beyond just stacking.</li> <li>● Ask the children to replicate the horizontal span of a bridge or the vertical height of a skyscraper.</li> <li>● Provide large cardboard boxes and "loose parts" (cushions, fabric). This encourages children to think about the inside of a structure—making a "dark den" or a "home for the bears."</li> <li>● The "Silly Soup" Game: Use a toy pot and spoon. Sing: "We're making silly soup, we're making soup that's silly. We're</li> </ul>	<ul style="list-style-type: none"> <li>● Provide ribbons on sticks or scarves. Play music with different "moods"</li> <li>● Ask them to move "like a slow turtle" or "like a hopping kangaroo."</li> <li>● Begin to introduce more open-ended resources</li> <li>● Babies and baby clothes</li> <li>● Action Drawing: Put a large roll of paper on the floor. Play fast, staccato music and have them make "stabbing" dots with pens. Then play slow, flowing music and have them draw long, wavy lines.</li> <li>● Observation Windows: Use "viewfinders" (cardboard</li> </ul>

	<ul style="list-style-type: none"> <li>• Nursery rhymes and props to be sung daily with visuals.</li> <li>• Various large scale construction pieces.</li> <li>• Selection of play food</li> <li>• Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc.</li> </ul>	<p>Shake, Tap, Strike, and Blow.</p> <ul style="list-style-type: none"> <li>• Artificial grass</li> <li>• Coloured fabric</li> <li>• Cars, vehicles</li> <li>• Figures from stories/ TV/ movies Fairy-tale</li> <li>• characters</li> <li>• Animals</li> </ul>	<p>"feeling" or an "idea" like "The Sea" or "Happiness."</p> <ul style="list-style-type: none"> <li>• Real-Life "Shadowing": Have children "help" an adult with a real task (like tidying the snack table or watering plants).</li> <li>• To combine the drawing and repeated refrain goals, create a giant "Story Map"</li> </ul>	<p>(fences/walls) that fully surround a space.</p> <ul style="list-style-type: none"> <li>• Use mashers, whisks, and graters in the playdough area. Ask: "Which tool is best for making 'spaghetti' dough?"</li> <li>• Find objects around the room that aren't instruments (a radiator, a plastic tub, a wooden spoon). Experiment with what sounds they make when tapped.</li> <li>• Large pieces of chiffon or silk are the ultimate open-ended prop. They can be a river, a fire, a superhero cape, or a baby's blanket.</li> </ul>	<p><i>going to put in a goat and a...</i>"</p> <p>Wait for a child to suggest "Coat" or "Boat."</p> <ul style="list-style-type: none"> <li>• Fill a crate with "clean junk" (egg cartons, tubes, bottle tops). When acting out a story "What could we use to make..."</li> <li>• Take learning outside. A stick becomes a magic wand; a large leaf becomes a boat for a paper person.</li> <li>• While reading a story, have a "Sound Table" ready. E.g. Crunching leaves? Use crumpled cellophane.</li> </ul>	<p>frames). Take them to the window or garden and ask them to draw only what they see inside the frame. This helps them understand composition and "setting a scene."</p> <ul style="list-style-type: none"> <li>• Ask parents to share the songs they listen to at home (in any language). Play these during "Tidy Up Time" or "Snack Time" to validate their home experiences.</li> <li>• Encourage purely imaginary props. This builds the cognitive ability to hold an object in the mind without it being physically present.</li> </ul>
--	---	--	--	---	--	---