|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| PSED | **Self-Regulation** * Leave carers with a growing confidence as they begin to settle into school life.
* Expresses feelings of happy and sad.
* Settled at an activity of their choice
* Accesses different areas of the provision with a growing confidence.

**Managing Self** * Begin to engage purposefully with resources.
* Start to eat independently.
* Begin to be increasingly independent in meeting their own care needs, e.g. pulling their own clothes down and using the toilet, washing and drying their hands thoroughly, putting their coat on their peg.
* Begins to listen and respond to some routine instructions

**Building Relationships*** Seeks company of an adult when needed.
* Begin to play with the help of an adult or independently
* Tolerates others playing beside them, with the same toys.
* Uses parallel play and seeks to be near others.
 | **Self-Regulation** * Uses some skills of self-regulation e.g. going to a familiar adult for comfort or to express their own needs.
* Begins to tolerate sharing and allowing others to have a turn of a toy

**Managing Self** * Be increasingly able to talk about and manage their emotions – “I want my mummy” and say why they feel this way.
* Start to eat independently and learning how to use a spoon and fork.
* Begin to be increasingly independent in meeting their own care needs, e.g. preparing to and using the toilet, washing and drying their own hands thoroughly, getting their own lunch box, coat and bags when required to.
* Begins to follow the daily routines with less adult support e.g. puts their own coat and bag away.
* Begins to tidy up after themselves with less adult support e.g at the end of snack or a game.

**Building Relationships*** Begin to develop friendships with other children.
* Seeks to play with other children.
* Uses parallel play and seeks to be near others.
* Begins to form a special friendship with at least one other child.
 | **Self-Regulation** * Begins to tolerate sharing and allowing others to have a turn of a toy
* Beginning to bounce back after facing a disappointment.
* Expresses how they feel when somebody upsets them.

**Managing Self** * Enjoys responsibilities e.g.helping to tidy up, give the snack out, complete a job from the teacher
* Start to eat independently and learning how to use a spoon and fork.
* Begins to tidy up after themselves with less adult support e.g at the end of snack or a game
* Discuss sensible choices
* Negotiate indoor and outdoor space safely to avoid falling over

**Building Relationships*** Begin to recognise the feelings of others e.g. ‘He’s crying, he’s sad’. ‘He’s laughing, he’s happy’.
* Become more outgoing with unfamiliar people, in the safe context of their setting.
* Show more confidence in new social situations. E.g. going to Reception to return or ask for something, showing confidence when going on a welly walk.
* Begin to develop friendships with other children.
* Begins to form a special friendship with at least one other child.
* Keeps play going, responding appropriately to what others are doing.
 | **Self-Regulation** * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Begins to tolerate sharing and allowing others to have a turn of a toy
* Beginning to bounce back after facing a disappointment.
* Expresses how they feel when somebody upsets them.
* Calms self and bounces back when somebody apologises.
* Uses the calm down corner when they need a little bit of quiet time to reflect and regulate again.

**Managing Self** * Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher
* Discuss sensible choices.

**Building Relationships*** Begin to understand how others might be feeling He’s crying, he’s sad’. ‘He’s laughing, he’s happy’.
* Shows confidence in asking adults for help
* Help a friend to follow the classroom rules.
* Plays with one or more other children making some attempts to strike up or join in with a conversation.
 | **Self-Regulation** * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Begins to tolerate sharing and allowing others to have a turn of a toy
* Beginning to bounce back after facing a disappointment.
* Expresses how they feel when somebody upsets them.
* Calms self and bounces back when somebody apologises.
* To begin to find solutions to quarrels and rivalries
* Willing to persist and not be daunted by failure.

**Managing Self** * To be able to follow the rules without an adult reminding me
* To be able to follow rules and know why they are important
* To learn how to be assertive whilst following the rules. E.g. ‘It’s your turn next, you can’t snatch’.
* Begin to understand and discuss consequences of our behaviour, e.g.  If I hit someone, it hurts and they are upset.
* Work on short activities independently, e.g. a challenge

**Building Relationships*** To understand how others might be feeling
* Plays in a group with friends, and make up ideas of things to do and games to play including and inviting others.
* Strikes up conversations with different children within play time.
* Show empathy in simple ways, e.g. finding an adult for a child who is hurt.
 | **Self-Regulation** * To begin to find solutions to quarrels and rivalries
* Willing to persist and not be daunted by failure
* Link events (in books, real life etc) with feelings and discuss them, e.g. *She is angry that he snatched the toy.*
* Uses the calm down corner when they need a little bit of quiet time to reflect and regulate again.
* Calms self and bounces back when somebody apologises.

**Managing Self** * To be able to follow the rules without an adult reminding me
* To be able to follow rules and know why they are important
* To learn how to be assertive whilst following the rules. E.g. ‘It’s your turn next, you can’t snatch’.
* Discuss healthy food choices.
* Sort healthy foods from less nutritional food.
* Begin to understand and discuss consequences of our behaviour, e.g.  If I hit someone, it hurts and they are upset.
* Work on short activities independently, e.g. a challenge

**Building Relationships*** To understand how others might be feeling
* Plays in a group with friends, and make up ideas of things to do and games to play including and inviting others.
* Strikes up conversations with different children within play time.
* Show empathy in simple ways, e.g. finding an adult for a child who is hurt.
 |
| Communication and Language  | **Listening, attention and understanding:*** Follow one instruction
* Joining in with action songs.
* Beginning to join in with some simple routines using visual cues as prompts to help e.g. ‘everyone line-up by the toilets, it’s time for dinner’.
* Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.
* Can find it difficult to pay attention to more than one thing at a time.
* Listens to shorter stories maintaining short attention span.
* Understands some simple questions about ‘who’, ‘what’
* Understands a 4 word sentence

**Speaking*** Responds to others using gestures, sometimes with limited talk.
* Uses simple sentences of three to four words e.g. “Mummy gunna work”.
* Uses talk to communicate emotions
 | **Listening, attention and understanding:*** Enjoys listening to stories, starting to show more focus.
* Can find it difficult to pay attention to more than one thing at a time.
* Understands and uses a variety of questions e.g. where, what and who
* Understands and follows two part-instructions.
* Understands ‘behind’ and ‘in front’ when discussing position.
* Begins to understand the negative form; ‘can’t, isn’t, don’t’

**Speaking*** Develop new vocabulary focused on objects and people who are important
* Adults can understand most of what the child is saying.
* Starts a conversation with adults and friends.
* Sings familiar nursery rhymes or songs.
* Uses he and she when talking about male or females in conversation.
* Uses ‘behind’ and ‘in front’ when describing position.
* Can name and talk about the functions of larger scale body parts.
 | **Listening, attention and understanding:*** Join in at group time waiting their turn to talk
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
* Begins to understand and use more verbs in speech e.g. playing, ate, read, danced jumped.
* Understands ‘why’ and can answer why questions in relation to events e.g. why is the boy crying?
* Follows instructions consisting of 3 or 4 items. E.g. give the boy ‘a small basket’.
* Understands feelings from facial expression.

**Speaking*** Speech is clear and understood.
* Builds up on vocabulary that reflects on their experiences – e.g. story language, trips, new learning
* Can use plurals-to know that sheep isn’t sheeps and people isn’t peoples.
* Can retell some events from their favourite familiar stories.
* Can name and talk about the functions of smaller scale body parts.
* Uses ‘and’ and ‘because’ to link two thoughts together.
 | **Listening, attention and understanding:*** Maintain focus in an activity of their own choice for 5 minutes
* Enjoys listening to longer stories and can talk about some events which happen in them.
* Follows instructions consisting of four-word sentences e.g. Make Batman ‘jump on the table’.
* Understands opposites e.g. wet and dry, warm and cold.
* Understands feelings from facial expression.

**Speaking*** Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Learns lots of new words and use them in play
* Uses a wide range of verbs to describe events in their own lives of within stories e.g. played, walked, ate, read, jumped, ran, danced.
 | **Listening, attention and understanding:*** Understand ‘how’ questions, like: “how do you think the caterpillar got so fat?
* Enjoys listening to longer stories and can remember what happens in them.
* Focuses on a chosen activity for at least ten minutes
* Join in at group time waiting their turn to talk
* Follows instructions consisting of four-word sentences e.g. Make Batman ‘jump on the table’.
* Understands the meaning of ‘when’ e.g. ‘when do we have a bath?’

**Speaking*** Starts a conversation with adults and friends
* Uses talk to organise play e.g. “Let’s go on a bus...you sit there… I’ll be the driver”
* Retells some key events from a familiar story.
* Uses a range of tenses (e.g play, playing, will play, played)
* Enjoys sharing news with their friends and speaking in front of a familiar group.
 | **Listening, attention and understanding:*** Understand ‘how’ questions, like: “how do you think the caterpillar got so fat?
* Focuses on a chosen activity for at least ten minutes
* Join in at group time waiting their turn to talk
* Understands opposites e.g. wet and dry, warm and cold.
* Understands and uses pronouns e.g. his and her
* Understands ‘they and their’
* Understands ‘either’ and ‘’or’

**Speaking*** Be able to talk about thoughts even when they disagree and can discuss this using words and actions
* Uses longer sentences of four to six words when talking
* Understands and answers why and how questions e.g. “Why do you want to wear your boots today?” and “How can we mop up the juice?”
* Beginning to use more complex sentences to link thoughts (e.g. using and, because)
* Using irregular verb tenses e.g thought, think, ate, eat. Make, made
* Enjoys sharing news with their friends and speaking in front of a familiar group.
 |
| PD | Fine Motor * Uses mark making tools e.g. pencils, paint brushes and glue sticks … effectively
* Shows a preference of a dominant hand.
* Uses pincer movements to pick up small objects.

Gross Motor * Stand on one leg and hold a pose for a game like musical statues.
* Jump and land on two feet
* Go up steps and stairs, using alternate feet.
* Runs on whole feet.
* Puts their coat on and takes it off independently.
* Takes their shoes off and puts them on independently.
* Walking alone a line.
 | Fine Motor * Explore using the right resources to carry out a task. For example, using different sand tools.
* Uses mark making tools e.g. pencils, paint brushes and glue sticks, tweezers, hole punchers etc effectively
* Shows a preference of a dominant hand.
* Uses pincer movements to pick up small objects.
* Takes their shoes off and puts them on independently.

Gross Motor * Start to develop their movements balancing, riding
* Jump consecutively – in a row
* Moving larger equipment safely with two hands.
* Uses park or playground climbing equipment appropriately and safely.
 | Fine Motor * Uses one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand
* Explore using the right resources to carry out a planned task. For example, using different sand tools
* Build own Duplo, Lego or block models.
* manipulates malleable materials rolling, squeezing and pressing.
* Beginning to write using a range of marks e.g. lines, dots and curves

Gross Motor * Go up steps and stairs, using alternate feet for each step.
* With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Imitate simple bilateral movements – e.g. arms up together
 | Fine Motor * Joins snips together to cut a straight.
* Explore using the right resources to carry out a task. For example, using different sand tools
* Beginning to write a range of marks e.g. lines and curves
* manipulates malleable materials rolling, squeezing and pressing.
* Beginning to write using a range of marks e.g. lines, dots and curves
* Copies a circle, cross and square.
* Traces on line with control.

Gross Motor * Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
* Increasingly able to use patterns of movements which are related to music and rhythm.
* Stand on one leg and hold a pose for a game like musical statues for 5 seconds.
* Walking on tip toes.
* Develop core strength: crawls on all fours, draws larger scale lines vertically and horizontally
 | Fine Motor * Cuts food using a knife and fork
* Uses a comfortable grip with good control when holding pens and pencils
* Explore using the right resources to carry out a task. For example, using different sand tools
* Is beginning to write recognisable familiar letters
* manipulates malleable materials rolling, squeezing, pressing and cutting.
* Copies some letters from their name.
* Copies a circle, cross and square, triangle.
* Traces on line with control.

Gross Motor * Goes up steps and stairs, or climb up apparatus, using alternate feet
* Uses large-muscle movements to wave flags and streamers, paint and make marks
* Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills
* Walking on tip toes.
* Hops on one foot.
 | **Fine Motor** * Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons and small construction play
* Cut out a shape e.g. turn the paper when snipping with scissors
* Explore using the right resources to carry out a task. For example, using different sand tools
* Is beginning to write recognisable familiar letters or their name
* Pours water carefully into a container without spilling.
* Holds the pencil with a tripod grasp (may use wrist to guide pencil).

**Gross Motor** * Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.
* Attempts to fasten buttons or zips on their coat or jacket.
* Throws a ball using two hands and an underarm throw.
* Catches a ball that has been bounced with two hands stretching fingers out.
* Throw a small ball over arm.
* Draws larger scale circles clockwise and anticlockwise.
 |
| Lit | Reading * Notice some print or symbols such as the picture on their tray, their age number, or a familiar logo.
* Looks at some books independently.
* Enjoys looking at the illustrations in books.
* Names pictures and talks about some of the things they see in illustrations
* Instrumental and environmental sounds. What can they hear. Tuning in.
* Discriminates between sounds in the environment e.g. rain, animal sounds, footsteps etc

Writing * Explores ways of making marks within the environment
* Learns how to make a range of marks
* Makes marks pretending to write

Comprehension * Repeat words and phrases from familiar stories/rhymes.
* Can identify parts within an illustration e.g. Can you find the flower?
 | Reading * Able to say lots of words that rhyme with a word like ‘cat’
* In phonics, joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
* Knows some familiar songs and rhymes,
* Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
* Holds a book carefully, turning pages from front to back.
* Recognises and discriminates between different instrumental sounds.

Writing * Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” “That’s mummy’s handbag”
* Explores creating different types of lines e.g. straight, zigzag, bumpy, wavy, vertical, horizontal

Comprehension * Begins to learn a short story or poem by heart.
* Listen to a story and comment on some of the events.
 | Reading * Begins to understand that print carriers meaning.
* Begins to recognise that we read English text from left to right and from top to bottom
* Knows that stories have beginnings and endings and sometimes guess how the story will end
* Claps out syllables in words
* Recognises a rhyming pair.
* Body percussion – can use their body parts to make sounds using body percussion.
* Can recognise the sounds made using body percussion.

Writing * Traces letters from their name.
* Make marks on their picture to stand for their name.
* Explores creating different types of lines e.g. straight, zigzag, bumpy, wavy, vertical, horizontal
* Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable.
* Attempts to write their name forming some letters correctly.

Comprehension * Begins to learn a short story or poem by heart.
* Has conversations about stories and learns new vocabulary
* Listen to a story and comment on the events.
* Name the characters from a familiar story.
* Has some favourite books and seeks them out.
* Join in with the repeated refrain from a familiar story.
* Can answer some questions about a familiar story e.g. Who, what
 | Reading * Begins to understand that print carriers meaning.
* Begins to recognise that we read English text from left to right and from top to bottom
* Develop their phonological awareness, so that they can: - spot and suggest rhymes
* May remember some letter patterns in familiar print by sight ‘Miss, this says mum’
* Knows that stories have beginnings and endings and sometimes guess how the story will end
* May be able to hear alliteration in different words
* Voice sounds – hears and copies different types of sounds by changing their voice.

Writing * Explores creating different types of lines e.g. straight, zigzag, bumpy, wavy, vertical, horizontal
* Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable.
* Begins to trace more letters carefully
* Begins to write some letters independently.
* Attempts to write their name forming some letters correctly.

Comprehension * Begins to learn a short story or poem by heart.
* Has conversations about stories and learns new vocabulary
* To understand that different words and print have different purposes
* Listen to a story and comment on the events.
* Name the characters from a familiar story.
* Has some favourite books and seeks them out.
* Join in with the repeated refrain from a familiar story.
* Can answer some questions about a familiar story e.g. Who, what.
 | Reading * Begins to understand that print carriers meaning.
* Begins to recognise that we read English text from left to right and from top to bottom
* May remember some letter patterns in familiar print by sight ‘Miss, this says mum’
* Knows that stories have beginnings and endings and sometimes guess how the story will end.
* Voice sounds – hears and copies different types of sounds by changing their voice.
* Uses their voice to make different pure sounds of the alphabet, most of which are made correctly.
* Practises some oral segmenting and blending skills
* Recognise words with the same initial sound orally

Writing * Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable.
* Begins to trace more letters carefully
* Begins to write some letters independently.
* Attempts to write their name forming some letters correctly.
* May remember some letter patterns ‘Miss, this says mum’
* Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy

Comprehension * Has conversations about stories and learns new vocabulary
* Begins to learn a short story or poem by heart.
* Listen to a story and comment on the events.
* Name the characters from a familiar story.
* Has some favourite books and seeks them out.
* Join in with the repeated refrain from a familiar story.
* Can answer some questions about a familiar story e.g. Who, what, where
 | Reading * Begins to understand that print carriers meaning.
* Begins to recognise that we read English text from left to right and from top to bottom
* May remember some letter patterns in familiar print by sight ‘Miss, this says mum’
* Knows that stories have beginnings and endings and sometimes guess how the story will end.
* Uses their voice to make different pure sounds of the alphabet, most of which are made correctly.
* Practises some oral segmenting and blending skills

Writing * Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable
* Begins to trace more letters carefully
* Begins to write some letters independently.
* Attempts to write their name forming some letters correctly.
* May remember some letter patterns ‘Miss, this says mum’
* To write some or all of my name
* To write some letters accurately
* Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy

Comprehension * To use some of their letter sound knowledge in their early writing.
* Listen to a story and comment on the events.
* Name the characters from a familiar story.
* Has some favourite books and seeks them out.
* Able to show a familiar story through drawing
* Join in with the repeated refrain from a familiar story.
* Can answer some questions about a familiar story e.g. Who, what, where, why
 |
| Math | **Counting**:* Says some counting words
* Do they know some number songs?
* Counts up to three objects by saying one number name for each item.
* I can count by rote to 5.

**Cardinality**: * In everyday situations takes or gives 2 or 3 objects from a group
* I can count out up to 3 fingers by opening them 1 by 1
* I can recognise my age number

**Comparing**Introduce language of size via dear zooBig, small, long , short,**Subitising**Fast recognition of 1 and 2 objects, without having to count them individually (‘subitising’).**Spatial awareness*** Begins to remember their way around familiar environments
* Enjoys filling and emptying containers and exploring spaces

**Shape*** Choses puzzle pieces and tries to fit them in
* Notices and recognises shape in their environment and explores e.g building with shapes.

**Pattern*** joins in and anticipates repeated sound and action patterns
* anticipates times of day eg lunch/hometime
 | **Counting**: * I can use counting as part of my everyday play and may show fascination with large numbers
* I recognise that anything can be counted
* I can count up to 10 verbally.
* Say one number for each item in order: 1,2,3,4,5.

**Cardinality*** Show finger numbers up to 5
* I can represent amounts using symbols marks and numerals

**Comparing*** I can say what is, taller, longer, shorter, smaller, wider, narrower
* I can visually estimate who has more, less or the same
* Understands the concepts of ‘many’ and ‘few’

**Subitising*** Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

**Spatial awareness*** Responds to some spatial and positional language
* Describes a familiar route

**Shape*** Can name some common 2-D shapes
* makes simple constructions e.g builds a house/familiar object out of shapes

**Pattern*** talks about and identifies patterns in the environment e.g. a stripy t-shirt, a spotty bag

**Measures*** beginning to understand some talk of immediate past and future
 | **Counting** * Begin to count out 5 objects
* Begin to count an arrangement of 5 objects
* Beginning to count beyond 10 by rote.
* Begin to recognise numerals to 5

**Cardinality*** Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

**Comparing*** Compare amounts and recognise changes using words like more, lots, same

**Subitising*** Able to subitise, look at a group of objects and know how many there are
* Number bonds to 3
* Knows one more up to 5
* Spatial awareness
* Understands position through words alone
* Predicts/moves/rotates objects to fit the space.

**Shape*** Can name some common 2-D shapes
* Selects shapes appropriately

**Pattern*** interested in using the pattern of everyday routines
* begins to describe a sequence of events using first, then etc

**Measures*** explores differences in and compares size, capacity, weight, length
* in meaningful context find longer/shorter, heavier/lighter, more/less, of two items
* recalls a sequence of events in everyday life and stories
 | **Counting** * I can to count out 5 objects
* I can count an arrangement of 5 objects
* I can recognise numerals to 5

**Cardinality*** I begin to notice numerals in my environment

**Comparing*** Compares two small groups of up to 3 or maybe 5 saying when they are the same

**Subitising*** through play and exploration begin to learn that numbers are made up of smaller number eg 2,1 make 3

**Shape*** Can name some common 2-D/3D shapes
* Enjoys partitioning and combing shapes to make new shapes eg. An arch, a bigger triangle

**Pattern*** Extend and create A,B,A,B patterns
* measures
* explores differences in and compares size, capacity, weight, length
* in meaningful context find longer/shorter, heavier/lighter, more/less, of two items
 | **Counting** * Begin to recognise numerals to 10
* Begin to count out 10 objects
* Begin to count an arrangement of 10 objects

**Cardinality*** I’m beginning to link numerals with amounts up to 5 and maybe beyond

**Comparing*** Compare quantities using language more than, fewer than

**Subitising*** explores partitioning in different ways with a range of objects

addition and subtraction and compositionI can solve practical and real world addition/subtraction problems through play and using familiar objects**Spatial awareness*** Responds to and uses language of position and direction
* Discusses routes and locations using words like in-front of/behind

**Shape**Identify shapes that are identical or have different orientation or are the same shape but f=different size**Pattern*** notices and corrects errors in repeating patterns

**Measures*** explores differences in and compares size, capacity, weight, length
* in meaningful context find longer/shorter, heavier/lighter, more/less, of two items
 | Counting * I can recognise some numbers to 10
* Begin to count out 10 objects
* Begin to count an arrangement of 10 objects when positioned differently.

Cardinality* I can use a number line to position a number when shown 0 and 5
* I can order numbers to 5 (amounts/numerals)
* comparing
* Matches the right number to a group of things from 1 to 5 and then to 10

Comparing* Beginning to identify some ordinal number positions eg 1st 2nd 3rd

**Subitising*** addition and subtraction and composition knows one less to 10

**Shape*** Can recognise 2d and 3d shape in their environment
* Talk about and explore common2d and 3d shapes using formal and mathematical language (sides, corners, straight, flat, round)

**Measures*** explores differences in and compares size, capacity, weight, length
* in meaningful context find longer/shorter, heavier/lighter, more/less, of two items
 |
| UW | **Past and Present*** I can talk about myself and what I like.

**People, Culture and Communities.** * Talks about self/interests/appearance and their family

**The Natural World*** Explore their environment e.g. water, sand, sensory toys, nature.
 | **Past and Present*** Talks about family roles-what do individuals do at home.

**People, Culture and Communities.** * Talks about self/interests/appearance and their family
* Joins in with routines, like going shopping, and times that are special to them and their family like birthdays
* Talks about family roles-what do individuals do at home.

**The Natural World*** Uses their senses of touch explore how things feel soft, rough. wet, dry, hard
 | **Past and Present*** Talks about their own recent history e.g. ‘I went to the park with my mum’, ‘We had McDonald’s for tea’, I went to grandmas house’.

**People, Culture and Communities.** * Talks about family roles-what do individuals do at home.
* Notice differences between people and can talk about how people look different.

**The Natural World*** Explore collections of materials with similar and/different properties.
* Talk about what they see using a wide vocabulary
* Begin to talk about the differences between materials and changes they notice.
* Uses their senses of touch how things feel soft, rough. wet, dry, hard, gooey / sticky
 | **Past and Present*** Talks about places that are special to them and their family and friends, like “We went to the Trafford centre.

**People, Culture and Communities.** * Notice differences between people and can talk about how people look different.
* Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year

**The Natural World*** Uses all of their senses of taste to explore how things might taste – sweet, sour, chewy, runny
 | **Past and Present*** Begin to make sense of their own history which didn’t happen recently e.g. a long tine ago, when I was a baby”, I went on a holiday..

**People, Culture and Communities.** * Make connections between the features of their family and other families.
* Knows that there are different places in the community and can talk about the different places they have experienced or seen.
* Shows an interest in different occupations

**The Natural World*** Plant seeds and care for growing plants.
* Uses all of their senses to explore natural materials.
* Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently
* Talks about plants and animals that interest them, like next door’s dog that barks and the really tall tree in the park
* Comments and observes growth and change in plants and animals
* Floating and sinking, magnetic and not magnetic
* Uses all of their senses of smell to explore difference: smelling chocolate, toast, herbs, flowers etc
 | **Past and Present*** Talks about places that are special to them and their family and friends, like “We went to the Trafford centre.
* Begin to make sense of their own history which didn’t happen recently e.g. a long tine ago, when I was a baby”, I went on a holiday..

**People, Culture and Communities.** * Make connections between the features of their family and other families.
* Knows that there are different places in the community and can talk about the different places they have experienced or seen.
* Shows an interest in different occupations

**The Natural World*** Begin to understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed, ice melting, how a plant grows
* describe and observes growth and change in plants and animals
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| EAD | **Creating with Materials** * Explores using scissors, masking tape, sticky tape, hole punches and string.
* Selecting materials and techniques that they like e.g. paint, playdough, tissue paper, chalk, wax crayons, water colour, print making, glue, hole puncher, scissors and glue spreaders.

**Sculpture** * Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Drawing** * Begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects
* Explores using colour when they make marks.
* Gives meaning to the marks made in different places.
* Explores using a variety of mark making media – pencils, pens, charcoal, chalk, pastels, paint.

**Painting*** Enjoys exploring colours in painting

**Being Expressive and Imaginative*** Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.
 | **Creating with Materials** **Collage** * Selecting materials and techniques that they like e.g. paint, playdough, tissue paper, chalk, wax crayons, water colour, print making, glue, hole puncher, scissors and glue spreaders
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Explores using scissors, masking tape, sticky tape, hole punches and string.

**Sculpture** * Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Drawing** * Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Gives meaning to the marks made in different places.

**Painting*** Explore print painting using hands and feet.
* Children explore using a variety of mark making media – large and small paintbrushes, sponges for printing, objects for printing, using powder paint and sweeping paints large scale outline, making natural paintbrushes, using ear cleaners, finger and hand painting etc.
* Can name the primary colours correctly

**Being Expressive and Imaginative*** Listen with increased attention to sounds.
* Sing the pitch of a tone sung by another person (pitch match)
* Remember and sing whole songs.
 | **Creating with Materials** **Collage** * Selecting materials and techniques that they like e.g. paint, playdough, tissue paper, chalk, wax crayons, water colour, print making, glue, hole puncher, scissors and glue spreaders
* Explores materials by tearing, scrunching and rolling them
* Explores using scissors, masking
* tape, sticky tape, hole punches and string.
* Explores combine materials to make a collage
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Chooses the things they want to use to make something. If their ideas don’t work, they can choose something else or change the way they do something.

**Sculpture** * Join different materials and explore different textures.
* Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Drawing** * Uses a variety of styles of lines in mark making –
* Makes simple representations of objects or people in drawing.

**Painting*** Explore print painting using hands and feet,
* Prints using natural objects – leaves and fruit
* Children explore using a variety of mark making media – large and small paintbrushes, sponges for printing, objects for printing, using powder paint and sweeping paints large scale outline, making natural paintbrushes, using ear cleaners, finger and hand painting etc.
* Can name the primary colours correctly

**Being Expressive and Imaginative*** Listen with increased attention to sounds.
* Plays instruments with increasing control to express feelings and ideas.
* Remember and sing whole songs.
 | **Creating with Materials** **Collage** * Selecting materials and techniques that they like e.g. paint, playdough, tissue paper, chalk, wax crayons, water colour, print making, glue, hole puncher, scissors and glue spreaders
* Can use different types of adhesives to stick and join materials together – glue sticks, PVS glue, tapes.
* Join different materials and explore different textures.
* Chooses the things they want to use to make something. If their ideas don’t work, they can choose something else or change the way they do something.
* Explores using Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.

**Sculpture** * Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Textiles** * Created rubbings from the environment

**Drawing** * Uses a variety of styles of lines in mark making –
* Choose particular colours for a purpose
* Show different
* emotions in their drawings and painting like happiness, sadness, fear ect.
* Makes simple representations of objects or people in drawing.

**Painting*** Prints using man-made objects – bubble wrap, toys, sponges.

**Being Expressive and Imaginative*** Makes up stories when playing, like superheroes rescuing people from a building
* Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Remember and sing whole songs.
 | **Creating with Materials** **Collage** * Selecting materials and techniques that they like e.g. paint, playdough, tissue paper, chalk, wax crayons, water colour, print making, glue, hole puncher, scissors and glue spreaders
* Develop own ideas and then decide which materials to use to express them
* Make simple models which

express their ideas* Chooses the things they want to use to make something. If their ideas don’t work, they can choose something else or change the way they do something.
* Explores using Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.
* Experiments to create different textures
* Describes different textures of materials used

**Sculpture** * Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Textiles** * Completes weaving activities showing an understanding of how to use a weaving technique with growing independence

**Drawing** * Show different emotions in their drawings and painting like happiness, sadness, fear ect.
* Choose particular colours for a purpose
* Draw with increasing complexity using detail such as a drawing a circle for a face and making marks for facial features

**Painting*** Explore colour and colour mixing
* Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark

**Being Expressive and Imaginative*** Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Respond to what they have heard expressing their thoughts and feelings
* Create their own songs or improvise a song around one they know.

  | **Creating with Materials** **Collage** **Sculpture** * Manipulates playdough by using hands to to roll, pinch, squeeze and press to shape it.
* Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.

**Drawing** * Choose particular colours for a purpose
* Show different emotions in their drawings and painting like happiness, sadness, fear ect.
* Choose particular colours for a purpose
* Draw with increasing complexity using detail such as a drawing a circle for a face and making marks for facial features

**Painting*** Explore colour and colour mixing
* Children explore using a variety of mark making media – large and small paintbrushes, sponges for printing, objects for printing, using powder paint and sweeping paints large scale outline, making natural paintbrushes, using ear cleaners, finger and hand painting etc.
* Can name the primary and secondary colours correctly

**Being Expressive and Imaginative*** Use drawing to represent ideas like movement or loud noises.
* Show different emotions
* Use their imaginations and consider what they could do with different materials.
* Safely uses and explores lots of different tools such as hammers, scissors and saws

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