



Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Exploring Emotions	Let's celebrate	Icy Adventures	Let it grow	Animal Kingdom	Journeys
Key texts	The Colour Monster Owl Babies Ten Little Pumpkins	Let's celebrate Pumpkin soup The Christmas Story	One day on our blue planet The Emperor's egg The Great Explorer	Jack and the Beanstalk The tiny seed Sam plants a sunflower	Wanted- the prefect pet Super worm Handa's surprise	The Colour Monster goes to school We're going on a Bear Hunt Somebody Swallowed Stanley
Related rhymes and poems	1, 2, 3, 4, 5 once Wind the bobbin up up If youre happy and you know it Row, Row, Row Your Boat	Head, Shoulders, Knees and Toes Sleeping Bunnies Open Shut Them Tommy Thumb Five Little Ducks	Old MacDonald Five Little Speckled Frogs Hickory Dickory Dock I'm a Little Teapot Incy Wincy Spider Polly Put the Kettle On Five Currant Buns	Ten in the Bed Five Little Monkeys Jumping on the Bed One Elephant Went Out to Play Ten Green Bottles This Old Man The Grand Old Duke of York	Humpty Dumpty Jack and Jill Little Bo Peep Baa Baa Black Sheep Hey Diddle Diddle Little Miss Muffet Mary Had a Little Lamb	Three Blind Mice London Bridge is Falling Down Oranges and Lemons Doctor Foster
Key experiences	Harvest Festival in Church	Bonfire night- hot chocolate Diwali activities Children in need- Fri 13 th Nov Odd sock day- Mon 16 th Nov Nursery rhyme week Mon 9 th - Fri 13 th November Christmas activities	Pancakes Exploring our local environment	World Book day- Thurs 5 th March Growing sunflowers and cress	Trip- TBC Visitor- Vicor	Visitors in from local community- dentist
	Preschool Developmental Checks					

Communication and Language	Is motivated to communicate – children may use verbal or non-verbal cues. Follows a one-step instruction (with visual prompts). Participates in simple rhymes with actions. Shows enjoyment and interest in short stories with an adult. Can show an awareness of an adult or peer talking to them. Understands (but may not answer) a simple who, what and where question (e.g. where is the blue car?)	Joins in with repeated parts of a familiar story or phrases. Will attempt to communicate with their peers during play. This may be verbal or non-verbal. Begins to follow a routine two-step instruction with visual prompts, (e.g. get your coat and line up) Uses a simple who, what and where question. (e.g. where is the cat?) Can speak in a sentence using 4 or more words.	Will talk about a familiar event in a back-and-forth conversation with an adult. Understands and follows a two-step instruction (e.g. get your coat and line up) Begins to understand a simple ‘why’ questions related to their experience. Begins to use a wider range of vocabulary in their everyday activities and conversations. Can answer a simple question or make a relevant comment about parts of a familiar story. Maintains focus during a short story/activity until it is completed. Can repeat a correctly formed sentence.
Personal, Social and Emotional Development	Communicate ‘please’ and thank you to adults within the class. Select and use resources, with help if needed. Respond, verbally or non-verbally, to an adult when asked if they need help. Play on their own with increasing confidence. Recognise that they need the toilet and ask for help if needed. Begin to join in with daily routines with adult direction.	Begin to take turns and share resources (with support). Increasingly follows simple rules e.g. sitting nicely on the carpet. Identify emotions happy and sad. Play alongside other children. Manage toilet needs e.g. pulling tights up. Asks an adult for help (verbally or non-verbally). Can co-regulate with a trusted adult. To join in with classroom routines e.g. tidy up time / lining up	Accesses the learning activities confidently and with minimal support. Increasingly follows rules, showing an understanding of why they are important. Manage toilet routines with limited prompting and support – including washing hands. Communicate feelings in simple terms e.g. happy and sad and give reasons if upset. Wait their turn for a short time e.g. snack time/playing a game. Begin to put resources back after they have used them when prompted. Increasingly play and talk with other children as well as playing alongside. Identify personal needs e.g. feeling hot or cold.

Physical Development	Begins to develop movement, balancing, riding (scooters bikes) and ball skills. Imitates bilateral movements of limbs (lifting arms) Navigates up and down steps using alternate feet. Attempts to jump with two feet together. Uses their whole body during physical activity e.g. catching a ball or waving a streamer. Attempts to put on own coat. Rolls, pounds, squeezes, and pulls playdough. Begins to hold crayon/pen with thumb and fingers (not fist). Eat independently e.g. finger foods Explore the use of scissors with support and begins to snip. Explores different tools.	Can take own shoes off and put other footwear back on (wellies, shoes) Moving in a more considered way e.g. to avoid obstacles or change direction. Can manipulate malleable materials such as playdough. Beginning to use modified tripod grip (4 fingers) Beginning to show a preference for a dominant hand. Attempts to use scissors to make simple cuts. Begins to use cutlery. Puts coat on independently.	Balances on one foot e.g. hopping or holding a pose. Can kick and throw a ball with more purpose and aim. Jumps over or off an object landing safely. Beginning to use a comfortable tripod grip. Uses cutlery independently and effectively. To be able to cut with scissors using correct grip. Attempts to zip up their own coats.
Literacy	Enjoy listening to short rhymes. Hold and turn pages on a board book, sometimes with support. Recognise own name with photo prompt. Talk about and notice differences between some environmental sounds e.g. different instruments. Show some recognition of familiar symbols/logos (McDonalds, Lidl, Stop sign). Attempt to make marks using different resources. Explain what has been drawn/written (scribbles/marks made by children)	Will independently hold and turn pages on a paper book very carefully. Recognise some letters in name (without photo). Suggest how a story might end. Be part of discussions about key events in stories (e.g. do you remember what the name of the giant was?). Begin to hear initial sounds in words. Explain what has been drawn/written (with some recognisable features e.g. a circle for a face and 2 lines for legs).	Show an awareness of rhyme when singing songs and nursery rhymes. Talks about a familiar story confidently to an adult. Recognise own name (without photo prompt) Understands that print has meaning and can have different purposes. Begins to orally blend some simple familiar CVC words with support. Hears initial sounds in words. Begins to recognise some letters that are important (e.g. in their name or familiar words such as mum) Begin to recognise that words are made up of syllables and can clap the syllables in their name Attempts to write some letters from their name (lower case or capital) – with support. Copy pre-writing shapes. Make mark to communicate ideas

Maths

Join in with number rhymes and songs.

Begin to count numbers to 3 and beyond.

Begin to count up to 3 objects with correct one- to- one correspondence.

Say the last number is the total number of items in the group.

Beginning to compare the size of objects and use some descriptive language (e.g. big, small, longer)

Shows an understanding of now and next.

Sorting and matching shapes and patterns.

To join in with a repeating pattern physically or visually through music and movement

Count the correct number of objects when asked for a given number with one to one correspondence (up to 5).

Join in and predict when singing number rhymes and songs.

Subitise confidently with objects up to 3

Understand and say how many you have counted – know the last number is the number of items in the group (up to 5) cardinality.

Begin to count numbers to 5 and beyond.

To identify which group of 2 quantities has more.

Using the language of shape e.g. round long etc to describe what they observe in the environment.

Having idea of key times of the day (lunchtime, home time, bedtime)

Begin to use positional language (On top, underneath, next to...)

Copy a repeating pattern and anticipate what will be next.

Recognise some typical dice patterns

Count to 5 and backwards to 0.

Recognise numerals 0-5

Begin to match numerals 0 to 5 with the correct number of objects.

Count up to 5 objects with correct one- to- one correspondence.

Understand and say how many you have counted – knowing the last number is the number of items in the group (up to 5) cardinality.

Attempts to subitise with objects (up to 5)

Conservation – knowing the number of objects is the same even if arranged in a different way (up to 5 objects).

Begin to count numbers to 10 and beyond.

Compare 2 groups- Point to which has more/ Which has fewer?

Begin to recognise and name 2d shapes (circle, square, rectangle, triangle)

Explore the properties of 3D shapes in play.

Begin to recite the days of the week in order in songs or rhymes.

To be able to say which object is heavier, lighter, longer, shorter and taller.

To attempt to make a repeating AB pattern from a limited selection of objects.

Understanding the World	Communicate about their family (verbally or non-verbally) Use their senses to explore and responds to what they see in the classroom and outside e.g. rain and puddles. Starts to show an interest and curiosity in living things and animals.	Talk about their family. Begin to show care and respect for living things. Explore how things work e.g. toy cars, water play guttering	Can talk about what is similar and different and make relevant connections to their own experiences. Talk about things that have happened in their own lives and of their families. Explore and respond to familiar places and local environment. Start to identify one thing that a plant needs to grow. Notice and talk about seasonal changes. Able to recognise animals and their young e.g. sheep and a lamb
Expressive Arts and Design	Selects and explores a range of art materials independently, such as scissors, paint, mark-making tools and glue. Engages in sensory exploration using a variety of materials and resources. Responds to and engages with music. Participates in simple imaginative or pretend play.	Investigates colours and discovers what happens when colours are mixed together. Experiments with making different sounds using a range of instruments.	Explores a variety of materials freely, developing ideas about how to use them and what they can create. Draws with increasing complexity and detail, for example representing people with recognisable features such as a face, eyes, nose and mouth. Begins to create and tell simple stories using small world toys such as animal figures, dolls and doll's houses Explores the sounds that different instruments make and plays them with increasing control, including making loud and quiet sounds. Knows and sings a variety of nursery rhymes and simple songs.