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Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Listen to simple stories and understand what is happening, with the help of the pictures. Recognise and respond to familiar sounds. Show interest in play with sounds, songs and Rhymes. Understand simple questions (who /what /where). Understand simple stories, with pictures and props to support as needed. Use a wider range of vocabulary (linked to texts / themes / descriptive words etc). Build up repertoire of songs. Begin to know rhymes and parts of books. Beginning to use word endings (e.g. going, cats).		Start to enjoy listening to longer stories and remember much of what happens. Listen to others in one-to-one or small groups, when conversation interests them. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Understand and respond to a question or instruction with two parts. Begin to understand "why" and "how" questions. Understand prepositions such as in / under / on top. Sing a large repertoire of songs. Know many rhymes and talk about familiar books. Begin to develop use of irregular tenses/plurals. Tell a simple past event in the correct order. Use longer sentences of four to six words. Be able to express a point of view. Use language to share feelings, experiences and thoughts. Start a conversation with an adult or a friend. Use talk to organise themselves and their play..		Enjoy listening to longer stories and can remember much of what happens. Begin to understand how to listen carefully and why listening is important. Begin to listen carefully to rhymes and songs, paying attention to how they sound. Understand "why" and "how" questions. Listen to and begin to talk about stories, showing familiarity and understanding. Begin to follow a story without pictures or props. Be able to tell a long story. Develop use of irregular tenses and plurals. Be able to simply express a point of view and to debate when they disagree with an adult or a friend Use a variety of questions (what / where / who). Start a conversation with an adult or a friend. Use talk to pretend an object stands for something. Begin to use 'because', 'or' and 'and'. Use new vocabulary throughout the day. Develop social phrases	
Personal, Social and Emotional Development	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on (as appropriate to level of C&L development). Begin to be able to cooperate. Seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. Show some understanding that other people have perspectives, ideas and needs different to theirs. Talk about their feelings. To understand simply the zones of regulation colours, and begin to identify what might make them feel in the green zone / red zone.		Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, or adults extending and elaborating play ideas. Use their experiences of adult behaviours to guide their social relationships and interactions. Increasingly follow rules, understanding why they are important. Develop awareness of healthy food choices. Begin to show resilience and perseverance. To talk about a range of feelings in connection with the four zones of regulation. .		Show more confidence in new social situations. Find solutions to conflicts and rivalries with help from a supportive adult when needed. Talk with others to solve conflicts. Show increasing consideration of other people's needs e.g. by sharing. Practice skills of assertion, negotiation and compromise. Begin to be proactive in seeking adult support and able to articulate their wants and needs. Be aware of and talk about healthy food choices To articulate their own opinion. To begin to suggest ways in which they may regulate their own feelings (simple strategies to calm down, to feel less worried etc). To talk about and sometimes use simple strategies linked to the zones of regulation	
Physical development	Use large-muscle movements to wave flags and streamers, paint and make marks. Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Begin to use one-handed tools and equipment. Sit comfortably on the ground. Explore moving on different levels.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors with support. Turn pages in a book, sometimes several at once.		Increasingly be able to use and remember sequences & patterns of movements related to music & rhythm. Use one-handed tools and equipment, e.g. scissors. Go up steps / climb apparatus, using alternate feet. Use a comfortable grip with good control when holding pens and pencils. Explore fundamental movement skills:rolling,crawling,	

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	Move in response to music / rhythms. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Try a wider range of foods, with different tastes and textures. Clearly communicate wet or soiled nappy or pants. Hold a cup with two hands and drink well without spilling.		Kick a stationary ball and begin to catch. Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips. Start to communicate their need for potty or toilet. Begin to recognise danger and seek support. Name parts of the body.		walking, jumping, running, hopping, skipping, climbing. Be increasingly independent in meeting their own care needs. Observes and can describe in words or actions the effects of physical activity on their bodies. Begin to understand healthy choices. Tell adults when hungry, full up or tired or when they want to rest, sleep or play.
Literacy	Nursery rhymes Golidlocks Dear Zoo	The Gingerbread Man Dear Santa	The Three Pigs We're Going on a Bear Hunt	The Ugly Duckling The very hungry Caterpillar	Jack and the Beanstalk The Gruffalo	
Maths	Compare amounts, saying lots / more / same. Take part in finger rhymes with numbers. Compare size, weight etc using gesture and language. Develop fast recognition up to 3 objects, (subitising). Recite numbers past 5. Begin to count on fingers. Say one number for each item in order: 1,2,3,4,5. Explore 2D and 3D shapes in a range of contexts. Respond to some spatial / positional language. Make comparisons relating to size and length. Talk about and identify patterns around them.		Know that the last number reached when counting a small set tells you how many there are in total. Show finger numbers up to 5. Compare quantities using language: more/fewer than. Begin to talk about 2D and 3D shapes. Understand position and direction using objects. Compare objects relating to weight & capacity. Select shapes appropriately. Extend and create ABAB patterns. Begin to anticipate times of the day.		Link numerals and amounts up to 5 or 10. Solve real world mathematical problems up to 5 or 10. Talk about and explore 2D and 3D shapes using informal & mathematical language. Combine shapes to make new ones. Understand position through words alone. Begin to compare length using mathematical language. Discuss and describe familiar routes. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events. Understand some talk about immediate past and future..
Understanding the world	Use all their senses in hands-on exploration of natural materials and collections of materials with similar and/or different properties. Begin to make sense of own life story-inc small world. Explore different forces they can feel. S: Crucial investigations: A1: Does the toy float or sink? What does the wind do to the ribbons? A2:How do these torches work? Can you make a funny shadow? Show interest in toys with buttons, flaps and mechanical toys and begins to learn to operate them. Play with water to investigate "low technology" such as washing and cleaning. Use pipes, funnels and other tools to carry/ transport water from one place to another. Know that they must use electrical / digital equipment with adult support.		Begin to make sense of their family's history. Talk about what they see, using a wide vocabulary. Explore how things work. Talk about the differences between materials and changes they notice. Begin to understand life cycle of plants and animals. S: Crucial investigations: Sp1: Exploring frozen puzzles. Making rice crispie cakes. Sp2: Observing the butterfly life cycle. Planting seeds. Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control. Navigate touch-capable technology with support. Show an interest in technological toys with knobs or pulleys, real objects such as cameras /touchscreen devices such as mobile phones and tablets. Bee-bots. Show skill in making toys work. Play with a range of materials to learn cause and effect.		Show interest in different occupations. Care for growing plants. understand the key features of the life cycle of plants and animals. Know that there are different places in the world and talk about differences. S: Crucial investigations: Su1: Naming and observing real animals. Where can we find animals in our school grounds? Su2: Nurturing growing plants. Flower hunt! Begin to learn that information can be retrieved from digital devices and the internet. Begin to use equipment such as IPads and smartboards to support learning Know that the internet must only be used when guided by an adult and begin to understand why. Know what to do if something to do with technology worries or upsets them. Begin to use equipment such as with support.

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Expressive Arts and Design	Explore a range of sound-makers and instruments. Express ideas and feelings through making marks. Enjoy and take part in action songs and ring games. Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else. Explore different materials freely. Begin to use lines and shapes to represent objects.		Begin to develop complex stories using small world. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle, including details. Explore colour and colour mixing. Experiment with ways of playing instruments. Join materials and explore different textures.		Make imaginative and complex "small worlds." Draw with increasing complexity and detail. Respond to what they have heard / seen / made: thoughts, feelings. Use tools for a purpose. Sing the pitch of a tone sung by another person. Create own songs / improvise around one they know. Play instruments with increasing control. <u>Begin to watch & talk about dance & performance art</u>	
RE	Creation and covenant Prophecy and promise		Galilee to Jerusalem Desert to garden		To the ends of the earth Dialogue and encounter	
Spanish	Greetings and questions "What is your name?" "How are you?"	Numbers 1-5 Christmas	Colours Numbers 0 - 15	Farm and wild animals Oso Marrón story	Fruits, Vegetables and other foods "Me gusta" "No me gusta"	Body parts