|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| **Main Topic Big Question** | I am special, I am ME! | Celebrations | My world | My world | The Farm |  | In the garden |
| **Quality texts**  Fiction, non-fiction, poems, rhymes etc. | **Owl babies**  **5 minutes peace**  **Goldilocks and the three bears**  **The rainbow fish**  Little red riding hood  EACH, PEACH, PEAR, PLUM  The colour monster  You choose | **The Gingerbread man**  **The Gruffalo’s child**  **Dear Santa**  The big book of nursery rhymes  Let’s celebrate  Kipper’s birthday  All are welcome | **Elmer’s weather**  **Topsy and Tim go to the doctor**  **Commotion in the ocean**  My first things that go | **Handa’s surprise**  **Monkey Puzzle**  **Dear zoo**  Oi frog!  We are going on an egg hunt | **A squash and a squeeze**  **On the farm**  **Farmyard Hullabaloo**  What the ladybird heard  From egg to chicken |  | **Sam plants a sunflower**  **The hungry caterpillar**  **Mad about minibeasts**  The big book of bugs  Caterpillar to butterfly |
| **Enrichment**  Trips/visits/visitors |  | Christmas panto  Christmas crafts | People who help us visits |  | Farm animals visit – Lakeside |  | Watch butterflies grow |
| **Communication and language**  **Listening attention and Understanding**  **Speaking** | To know a couple of familiar rhymes.  To enjoy listening to books and talking about the picture, with support.  To be able to speak with 3+ words in a sentence.  To name and communicate with others using some words and hand gestures. | To know a couple of familiar rhymes.  To enjoy listening to books and talking about the picture, with support.  To be able to speak with 3+ words in a sentence.  To name and communicate with others using some words and hand gestures. | To know a few of familiar rhymes.  To know and enjoy a familiar story and able to tell you some things about it.  Be able to express a view when they disagree with something.  To talk to a familiar face e.g. friend/adult. | To know a few of familiar rhymes.  To know and enjoy a familiar story and able to tell you some things about it.  Be able to express a view when they disagree with something.  To talk to a familiar face e.g., friend/adult. | To know many rhymes and can sing them.  To know familiar stories and able to talk and tell you about them.  To shift from one task to another e.g., prompting them with their name.  To understand a simple instruction e.g., get your coat.  To speak in a sentence using 4+ words.  To be able to use talk following their own interests e.g., ‘you sit there’ ‘I am the nurse’.  Start a conversation and be able to turn take. | To know many rhymes and can sing them.  To know familiar stories and able to talk and tell you about them.  To shift from one task to another e.g., prompting them with their name.  To understand a simple instruction e.g., get your coat.  To speak in a sentence using 4+ words.  To be able to use talk following their own interests e.g., ‘you sit there’ ‘I am the nurse’.  Start a conversation and be able to turn take. | |
| **Personal, social, and emotional development**  **Self-regulation**  **Managing self**  **Building relationships** | Select and use resources with help to achieve an end goal.  Able to meet own care needs e.g., toileting.  Show some confidence in new social situations e.g., meeting a new friend.  Play with 1 or more children. | Select and use resources with help to achieve an end goal.  Able to meet own care needs e.g., toileting.  Show some confidence in new social situations e.g., meeting a new friend.  Play with 1 or more children. | Understand gradually how others feel.  Follows the rules and understands why they are important.  Able to meet their own care needs e.g., using soap to wash hands.  Become more outgoing with unfamiliar people in a safe, familiar setting. | Understand gradually how others feel.  Follows the rules and understands why they are important.  Able to meet their own care needs e.g., using soap to wash hands.  Become more outgoing with unfamiliar people in a safe, familiar setting.  . | Talk about their feelings using happy, sad etc.  Understand gradually how others may feel.  Remembers rules without adult support.  Make healthy choices with support e.g., washing hands before eating.  Extending play ideas with others e.g., 1 or more friends.  Sometimes able to take turns with others with adult guidance. | Talk about their feelings using happy, sad etc.  Understand gradually how others may feel.  Remembers rules without adult support.  Make healthy choices with support e.g., washing hands before eating.  Extending play ideas with others e.g., 1 or more friends.  Sometimes able to take turns with others with adult guidance. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Physical development**  Gross motor  Fine motor | Explore different materials and tools e.g., tearing paper.  Develop movement, balancing and riding e.g., trikes and scooters. | Explore different materials and tools e.g., tearing paper.  Develop movement, balancing and riding e.g., trikes and scooters. | Use a comfortable grip with some control when mark making.  Beginning to hold one handed tool with some control.  Go upstairs and climb using alternate feet.  Use large movements to move objects e.g., big screen painting, chalks on blackboards and waving ribbons. | Use a comfortable grip with some control when mark making.  Beginning to hold one handed tool with some control.  Go upstairs and climb using alternate feet.  Use large movements to move objects e.g., big screen painting, chalks on blackboards and waving ribbons. | Show a preference for dominant hand.  Use a comfortable grip with good control when holding a pencil.  Use one handed tools e.g. making snips with scissors.  Skip, hop and stand on one leg e.g., a game of musical statues/kicking a ball.  Remember sequences with movement e.g., head, shoulders, knees, and toes.  Using the coat trick to support them with putting their coat on | Show a preference for dominant hand.  Use a comfortable grip with good control when holding a pencil.  Use one handed tools e.g., making snips with scissors.  Skip, hop and stand on one leg e.g., a game of musical statues/kicking a ball.  Remember sequences with movement e.g., head, shoulders, knees, and toes.  Using the coat trick to support them with putting their coat on. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Literacy**  Word reading  Comprehension  Writing | Identify everyday objects in stories and bring these to life.  Identify objects and items in stories that do not look familiar.  Count and clap syllables in a word.  To make large movements with tools e.g., ribbons.  To make large marks e.g., on the floor with chalk. | Identify everyday objects in stories and bring these to life.  Identify objects and items in stories that do not look familiar.  Count and clap syllables in a word.  To make large movements with tools e.g., ribbons.  To make large marks e.g., on the floor with chalk. | Enjoy stories about people, animals and nature and is interested in pictures of themselves.  Learn about and imitate everyday actions and events from stories and cultural backgrounds e.g., making a cup of tea.  Begins to recognise familiar logos from children’s popular culture, commercial print, or icons for app.  Repeats and uses actions and familiar words and phrases from stories.  To understand print has a meaning and can be used for different purposes.  To make patterns with different tools. | Enjoy stories about people, animals and nature and is interested in pictures of themselves.  Learn about and imitate everyday actions and events from stories and cultural backgrounds e.g., making a cup of tea.  Begins to recognise familiar logos from children’s popular culture, commercial print, or icons for app.  Repeats and uses actions and familiar words and phrases from stories.  To understand print has a meaning and can be used for different purposes.  To make patterns with different tools. | To notice different places and environments in books they have read.  Recognise words with the same initial sound.  Children begin to orally blend in games with adults.  Distinguish between the different marks they make on different materials.  Write some of their name. | To notice different places and environments in books they have read.  Recognise words with the same initial sound.  Children begin to orally blend in games with adults.  Use some of their print knowledge to mark make.  Write their name. |
| **Maths**  Number  Numerical pattern | Subitise (recognise quantities without counting) up to 3.  Can apply simple repeated sound/action patterns.  Compare sizes using mathematical language ‘bigger smaller high low’.  Count to 5 – reciting numbers or using rhymes to support | Subitise (recognise quantities without counting) up to 3.  Can apply simple repeated sound/action patterns.  Compare sizes using mathematical language ‘bigger smaller high low’.  Count to 5 – reciting numbers or using rhymes to support | Recognise when one quantity is greater than another (magnitude).  Know when containers are full and empty and begin to use more complex language to describe containers such as 'between' and 'squeezing through’.  Understand 'now' and 'not now'. e.g., bedtime is not now.  Recognise similar shapes e.g., can match shape to its shadow.  Recognise that items can be counted and uses 1:1 correspondence.  Count on fingers up to 5. | Recognise when one quantity is greater than another (magnitude).  Know when containers are full and empty and begin to use more complex language to describe containers such as 'between' and 'squeezing through’.  Understand 'now' and 'not now'. e.g., bedtime is not now.  Recognise similar shapes e.g., can match shape to its shadow.  Recognise that items can be counted and uses 1:1 correspondence.  Count on fingers up to 5. | Have a deep understanding of number to 5, including the composition of each number.  Can begin to create patterns e.g., a line of the same or different toys, not necessarily a repeating pattern.  To notice numerals and recognise them as special or different to objects or other symbols.  Begin to use some shape language e.g. round.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Recite numbers past 5.  Compare quantities using ‘more than’ and ‘fewer than’.  Links numerals and amounts up to 4/5. | Have a deep understanding of number to 5, including the composition of each number.  Can begin to create patterns e.g., a line of the same or different toys, not necessarily a repeating pattern.  To notice numerals and recognise them as special or different to objects or other symbols.  Begin to use some shape language e.g. round.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Recite numbers past 5.  Compare quantities using ‘more than’ and ‘fewer than’ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Understanding the world**  Past and present  People culture and communities  The natural world | Play with and explore objects from the past e.g., phones.  Observe the school environment. | Play with and explore objects from the past e.g., phones.  Observe the school environment.  Name/observe minibeasts we may find in our environment. | To make observations of themselves and others using photographs.  Make links between objects in the setting and objects at home.  To know what the weather is like in different places.  To know we can travel in different ways.  Talk about changes they notice e.g., it is raining.  To know about animals and how we can care for them. | To make observations of themselves and others using photographs.  Make links between objects in the setting and objects at home.  Talk about different environments they have experienced e.g., farm, school, beach, forest school.  To know what the weather is like in different places.  To know we can travel in different ways.  Talk about changes they notice e.g., it is raining.  To observe a life cycle e.g., butterflies.  To know about animals and how we can care for them.  To know which animals, we may find in different places e.g. garden. | Ask questions to find out what things are e.g., an old camera.  Learn about and imitate everyday actions and events from own family and cultural backgrounds using stories e.g., making and drinking tea, going to the barbers, being a cat, dog, or bird.  To know ways to keep safe when it is hot/cold.  To notice different places and environments in books they have read.  Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.  To ask questions about the natural world including places, animals, and experiences. | Ask questions to find out what things are e.g., an old camera.  Learn about and imitate everyday actions and events from own family and cultural backgrounds using stories e.g., making and drinking tea, going to the barbers, being a cat, dog, or bird.  To know ways to keep safe when it is hot/cold.  To notice different places and environments in books they have read.  Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.  To ask questions about the natural world including places, animals, and experiences. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expressive arts and design**  Creating  with materials  Being imaginative and expressive | Use a range of resources (wooden blocks, Duplo) to represent things with a defined name and purpose.  To know how to use a simple object to create a print, e.g., dough cutter, stamp.  To know I can move my body in different ways in response to music.  To know we can listen to songs. | Use a range of resources (wooden blocks, Duplo) to represent things with a defined name and purpose.  Explore marks that can be made with different objects and tools, including paint rollers, mallets and rolling pins and create rubbings to show a range of textures and patterns.  To know how to use a simple object to create a print, e.g., dough cutter, stamp.  Use resources in the environment to make a basic product.  To listen to and move to a range of music.  To know I can move my body in different ways in response to music.  To know we can listen to songs. | To know how to join using glue.  Begin to express an interest in pieces of art in a book.  Explore paint using different colours and tools e.g., twigs, sponges etc.  To use musical instruments to explore sounds. | To know how to join using glue.  Begin to express an interest in pieces of art in a book.  Explore paint using different colours and tools e.g., twigs, sponges etc.  To use musical instruments to explore sounds.  To know we can add music to create sound effects for a story.  To know when music is fast/slow and move to the music. | Draw on own experiences, including models in the environment to generate and explore own ideas.  To know what to use to draw.  To know that closing lines will make a shape. | Draw on own experiences, including models in the environment to generate and explore own ideas.  Can share what they have created.  To know what to use to draw.  To know that closing lines will make a shape.  To know colours can be mixed. |