

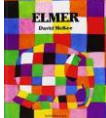





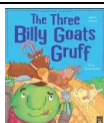







	PSED	CL	PD	Literacy	Mathematics	UtW	EaD
Theme/Texts	Changes and celebrations – Autumn, Bonfire Night, Remembrance Sunday, Our feelings, Christmas						
Autumn 2	Begin to initiate play and keep play going. Select activities and use resources, with help. Gaining toilet control and attending to needs. Put on coat and apron. Begin to understand emotions. *Protective Behaviours – my feelings. Safe and unsafe touching.	Listen to stories and begin to join in. Respond to one or two part instructions. Build new vocabulary. Use talk to explain and relive.	Gross motor Walk and run comfortably. Climbing equipment. Large scale movements, Mount stairs and climbing equipment Fine motor Begin to show a dominant hand. Begin to use tools with control.	Enjoy rhyme and rhythm in words. Phonics - Hear and identify environmental sounds. Listening and attention games, eg 'What's inside the box?' Listen and begin to respond to stories. Independent mark making, beginning to give meaning to marks.	Counting for ordinality - number songs. Noticing, comparing and communicating – natural objects and patterns. Perceptual subitising to 3. Using number names in play. Playing with and making arrangements with shapes. Develop comparative language – heavy, light. More, less, fewer, same..	Observation and change. Use senses to explore the changing weather/season/light/dark. Talk about significant events, using time vocabulary – Diwali. Halloween, Bonfire Night, Christmas. Remembrance Sunday. Children in Need. Shows interest in technological toys or real objects – phones.	Learn and sing new songs. Describe the different sounds instruments make. Explore how to change the sounds of instruments. Use construction to stack and balance. Explore colour mixing with hands. Using imagination to develop stories in role play and small world.
By the end of the term most children will know:	How to begin play with a peer. How to join in and continue their play. How to access resources independently and use for their own purpose. How to attempt to put their coat & apron on independently.	The stories, 'Rama and Sita' 'The Three Little Pigs.' 'The Colour Monster' 'The Nativity'. Describing words to describe Fireworks.	Can use one handed tools with some control, e.g. scissor snipping, glue stick spreading. Refined gross motor skills – balance, climb using alternate feet. Using preferred grip, how to use a pencil or chalk to make marks Eat their lunch using a fork independently	The events in the stories, 'The Three Little Pigs' 'Rama and Sita' 'The Nativity'. Know we read from left to right, top to bottom. Know /say the Nursery Rhymes Miss Polly had a Dolly Wind the bobbin up 1 2 3 4 Once I caught a fish Alive Hickory Dickory Dock	Number names in order 1-5. How to sort by one criteria – noticing similarities and differences. How to select shapes appropriately when constructing.	How people celebrate That some people celebrate Diwali, Bonfire Night and Christmas. The changes that occur during Autumn. Have a sense of time, yesterday, long ago. Materials - Some names of different materials: straw, sticks, bricks, wood.	How to change the sound of an instrument, e.g. make it louder or quieter. Use different materials and techniques to develop ideas. How to create closed shapes with continuous line. How to pretend to be someone different in imaginative play.
Developed these skills:	Play alongside peers - onlooker and parallel play Wash and dry hands. Adjust clothes to sit on the toilet. Flush the toilet. Use toilet with greater independence.	Understand an instruction that has two parts, such as "Get your coat and wait at the door". Use longer sentences of four to six words with new vocabulary.	Pencil grip 2 Make snips with scissors. Stab food with a fork. Use masking tape and glue sticks Draw lines and circles. Climb using alternate feet.	Begin to mark making for meaning. Identify an environmental sound. Listening and attention – quiet, waiting, anticipation.	Rote counting/counting for ordinality. Noticing patterns and recognise more/less. Perceptual subitising 1 and 2.	Use senses to explore changes. How to make technological toys work, eg press buttons on mobile phones etc.	Creative techniques – sticking, painting, collaging, cutting. Identifying instruments. Listen with increased attention to sounds. In role play will use an object to represent something else.
Know and use this vocabulary:	Help please Can I play?	Story vocabulary, 'Little Pig, Little Pig, let me in...'	Scissors, snip, cut along, "open, close, open, close..." Tape – peel, stick, cut	Story vocabulary: 'Little Pig, Little pig..' 'I'll huff and I'll puff...' Rhyme, alliteration.	More, less, same, fair, many, few, fewer. Heavy, light, sort.	Pumpkin, seeds, peduncle, Autumn, acorns, pine cones, conkers, leaves. Bonfire, fizz, buzz, bang, whoosh, Diwali, celebration, Temple, Diva lamp, (Time vocab) yesterday, before, now, next.	Different sounds in Home Corner Role-Play – e.g. telephone ringing, oven ping. Describing sounds – loud, quiet, fast, slow, high, low.
Our rising 3s will...	Understand the routines with additional adult support and visual prompts. Engage in onlooker play. Show signs of toilet training	Listen for a shorter time. Respond to a one part instruction. Say a short phrase with developing pronunciation.	Climb with two feet. Use a balance bike – not pedals. Show interest in using mark making tools. Pencil grip 1	Imitate vertical/horizontal lines, loops, dots and circles. Begin to listen for an increased amount of time and begin to join in with parts of a nursery rhyme.	Notice and begin to name and describe natural objects, eg shells, sticks, stones – big, small, bumpy.	Use senses to explore and begin to name what is observed in Autumn, eg yellow leaves.	Use imagination to recreate own experiences, eg pour tea and give to a peer or adult. Show interest in loose parts and exploring paint.
Know these stories or have shared these books:							

	PSED	CL	PD	Literacy	Mathematics	UtW	EaD	
Theme/Texts	Changes - Winter and stories with repetitive rhymes and rhythms							
Spring 1	Play in a group, beginning to elaborate ideas. Enjoys small tasks/praise. Confident to talk to others, talk about home and community. Begin to accept the needs of others and take turns. *Protective Behaviours - body parts, unsafe/safe touching, Underpants rule.	Listen to, recall stories and repeating refrains. Begin to understand prepositions Begin to use tenses Build new vocabulary Use talk to connect ideas, link thoughts. Begin to question and give explanations understanding how and why questions.	Gross motor Move their body in different ways, eg along the trim trail. Negotiate space. Throw a ball. Large scale movements, Fine motor Pencil control, no longer whole hand. Scissor and tool control, and understand safety. Recognise if tired, hungry. Dresses with help.	Phonics - Enjoy rhyme and rhythm in words. Alliteration. Hear and identify environmental sounds – animal, household sounds. Begin to hear initial sounds. Story sequencing, recall of events, repeated refrains. Describe story characters and settings. Recognise, and begin to write name Independent meaning to marks, Story maps, sequencing.	Counting for ordinality - number songs. Noticing, comparing and communicating – natural objects and patterns. Perceptual subitising to 3. Using number names in play. Playing with and making arrangements with shapes. Recognise ‘same’ Begin representations Positional language Size	Talk about things they observe – ice melting investigations Observe and use sense to explore changes in winter. Comments and asks questions about the familiar world – where they live. Show interest in the lives of others - Chinese New Year Know they are unique, and talk about similarities and differences Operate simple equipment, eg draw on the IWB.	- Tap repeated patterns, using hands, feet, instruments. Join construction vertically and horizontally. Make enclosures. Explore colour changing and use of different tools. Explore drawing - Use line to enclose a space Explore colour mixing using paint and chalk. Develop stories in role-play, taking on a different role, and build upon a story in small world play.	
By the end of the term most children will know:	How to use sentence starters to interact with peers. How to complete small tasks, such as washing up. How to behave, when given praise, what it feels like to feel happy inside. Know their body boundary and trusted adults.	The key events and phrases in the stories: ‘We’re Going on a Bear Hunt’ ‘The Three Billy Goats Gruff’ ‘Goldilocks and the Three Bears’	That we are learning to strengthen our shoulders, elbows, wrists and fingers and that it will help our pencil grip. How to let go of a ball and begin to throw and catch to self and with a partner.	Know and say the Nursery Rhymes: Jack and Jill, Hey Diddle Diddle, Little Miss Muffet. How to hear and identify an environmental sound. The story events, and characters. The repetitive phrases.	How to perceptually subitise to 3. Recognising groups of 1, 2 and 3 without the need to count.	Some changes that occur during the winter, eg cold weather, snow, frost, ice. How to melt and freeze ice. How some people celebrate Chinese New Year.	How to clap and tap a steady beat. How to join large construction pieces together to make an enclosure. That different tools produce different paint effects. How to explore colour and colour-mixing.	
Developed these skills:	Take turns in a game with a few children.	Engage in a conversation. Listen and begin to join in with a story. Listen and respond to a question.	Move from whole hand to holding pencil between first 2 fingers and thumb. Pencil grip 2/3 with a dominant hand Cut along a straight line with scissors. Scoop food with a fork	Mark making for meaning/directional mark making Clap simple rhythms/syllables in name. Copy a body percussion sound or pattern of sounds.	Using a five frame to recognise 1, 2 and 3, to ‘move it to prove it.’	Problem solving and critical thinking – how to melt and freeze ice. Listening and reasoning.	How to use pencils or pen to enclose a space. Clap and tap a repeating pattern using instruments. Adding different colour paints and mixing together to make a new colour.	
Know and use this vocabulary:	Sentence starters: ‘Can you help me Please?’ ‘Can I have it please?’ ‘My turn now, your turn next’.	Story vocabulary: ‘long wavy grass, swishy swashy... Trip, trap... who’s that trip trapping over my bridge?’	Shoulder, elbow, wrist, fingers. Tired, hungry, thirsty. (Rhyme to put on coat) – “Hood by your foot” Drop, throw, catch.	Goldilocks and the Three Bears – ‘Who’s been eating...?’ Author, character	Number names. Five frame, same, more, less, fewer, full, empty. Under, on, in front, behind, next. Part, whole	Winter, ice, frost, cold, freezing, melting. Chinese New Year, celebration, lantern chopsticks.	Steady beat, rhythm. Clap, tap, claves. Colour mix, splatter paint, drip, drop, pour. Build, stack, tower, join.	
Our rising 3s will...	Follow the routines with additional adult support and visual prompts. Engage in onlooker and parallel play. Show signs of toilet training	Listen for a shorter time. Respond to a one part instruction. Say a short phrase with developing pronunciation.	Climb with two feet. Use a balance bike – not pedals. Show interest in using mark making tools. Pencil grip 1 and 2.	Imitate vertical/horizontal lines, loops, dots and circles. Begin to listen for an increased amount of time and begin to join in words of a nursery rhyme.	Notice and begin to describe natural objects – long, short, more...	Use senses to explore and begin to name what is observed in Winter, eg cold, ice.	Use imagination to recreate own experiences and use objects to represent something else. Show interest in loose parts and exploring paint.	
Know these stories or have shared these books:								

	PSED	CL	PD	Literacy	Mathematics	UtW	EaD
Theme/Texts	Changes - Spring, Easter						
Spring 2	Play in a group, keeping play going and elaborating Ask others for help. More confident in new situations, with new people. Aware of their own feelings, and those of others. Use talk to resolve conflicts. *'Big feelings' and self-regulation strategies.	Listen to a conversation in small groups. Listen and do. Understand why and how questions. Say more complex sentences/retell events. Connect ideas/anticipate. Use a wider range of vocabulary. The conjunctions 'and' or 'but' and begin to join sentences together.	Gross motor Move their body confidently and in different ways, negotiating space. Throw and catch a ball. Control in jumping and balancing. Large scale movements, Fine motor Scissor and tool control, and understand safety. Begin to copy their name.	Phonics - awareness of rhyme and alliteration Begin to hear initial sounds. Recognise own name. Predict story endings Independent meaning to marks. Name writing	Number names in order 1-10 through counting for ordinality – songs, stories. Recognise groups of 1, 2, 3 and check on a five frame. Match to the numerals. Perceptual subitising to 3. Explore 4 and 5 on a Five Frame. Use shapes for tasks, spotting and naming in environment.	Prediction - Develop and understanding of change – butterfly life cycle. Changes in Spring and in the garden. Show interest in different occupations and ways of life. Mother's Day – how they have changed since being a baby. Show interest in the lives of others. Know they are unique, and talk about similarities and differences and family events - Easter Operate equipment IWB games	Movement in response to music Construction joining and bridging. Junk modelling Drawing, painting, colour and texture, printing. Role-play, acting in a role from their wider experience (people who help us role-play). Use available resources to make props. Build upon a story in small world.
By the end of the term most children will know:	How to explain their feelings and begin to understand the feelings of others. Know how to be kind friend, and how words and actions might upset someone. Know how to be healthy and eg clean their teeth.	How to listen well in a small group. How to give an appropriate answer when asked a how or why question. Speak in longer sentences to explain or retell an event. Say a sentence joined with 'and' or 'but'.	Put on their coat independently, by placing on the ground, 'hood by foot' and flipping over their head. How to negotiate space, by weaving in and out. How to move their bodies, running, slithering, shuffling, sliding... along the floor and on apparatus.	Hear and say the Nursery rhymes/songs: Polly Put the Kettle on, Five Current Buns, Chick, Chick, Chicken, I'm a Little Teapot, Old Macdonald'. Developing awareness of alliteration and rhyme. The initial sound in their name and hear and say initial sounds in words.	Number names in order 1-10. Groupings of 1, 2 and 3. Perceptual subitising on a five frame 1-3. Begin to recognise 4 and 5 on a five frame and explain how they know.	The butterfly life cycle. Some significant events in their family, eg Mother's Day. How some people celebrate Easter.	Which instruments made good sound effects to accompany 'Rosie's Walk' Move their body to a piece of music.. How to use imagination and create a junk modelling model. How to pretend to be a fire officer for instance and the things they will need to do and say in role.
Developed these skills:	Begin to recognise 'big' feelings. Begin to show control.	Begin to express own thoughts and ideas.	Use scissors to cut straight, wavy and zig zag lines. Hold pencil near point between first 2 fingers and thumb. Pencil grip 2/3 Hold knife and fork	Symbolic mark making	Know how many on a five frame by recognising the pattern, eg 'It's 5 because the five frame is full.'	Sequence the butterfly life cycle. Drawing a picture on the IWB.	Select and play instruments for a purpose. Join construction to build an enclosure. Collaborate during imaginative play.
Know and use this vocabulary:	Sentence starters: Sentence starters: 'Would you like to play?' 'Can I Play please?' 'I don't like that, please stop.'	Some questions, what, where, when, why, how. Hold and say the sentence starter together, eg, 'Today it is cold, but sunny' But, and.	Heartbeat, blood pumping, out of breath, hot, sweaty. Run, hop, balance, slide, slither.	Story vocabulary. Story, beginning, middle, end. Story setting. 'The Very Hungry Caterpillar' story vocab: Monday, Tuesday...	Empty, full, five frame, Number names. Subitise. Part, whole, share, equal, fair, unfair. Empty, full, overflowing, half full	Caterpillar, chrysalis/cocoon, emerge, butterfly. Life cycle. Symmetrical. Egg, chick, hen, cockerel, chicken. Easter, Spring, weather, sunny, rainy, rainbows, mild, warmer. Buds, flowers, blossom, baby animals.	Instrument names. Descriptive words to describe the sound, eg swishing, bang, pitter patter. Junk modelling, cut, attach.
Our rising 3s will...	Follow the routines with adult support Engage in onlooker and parallel play. Show signs of toilet training	Listen for a shorter time. Respond to a one or two part instruction. Say a short phrase with developing pronunciation.	Climb with two feet. Use a balance bike – not pedals. Show interest in using mark making tools. Pencil grip 1 and 2.	Imitate vertical/horizontal lines, loops, dots and circles. Begin to listen for an increased amount of time and begin to join in words of familiar stories.	Use language to describe what they see – long, short, big, tall. Perceptually subitise 1 and 2.	Use senses to explore and begin to name what is observed in spring, eg flowers, green leaves.	Use imagination to recreate own experiences and use objects to represent something else. Show interest in loose parts and exploring paint.
Know these stories or have shared these books:							

	PSED	CL	PD	Literacy	Mathematics	UtW	EaD
	In the Garden						
Summer1	Demonstrate friendly behaviour, initiating conversations, taking account of what others say. Tolerate delay, and understand wishes are not always met. Eat and understand healthy foods. <i>*Network hand – ‘safe people’</i>	Use longer sentences of four to six words. Join in a conversation, taking turns to speak. Use different tenses.	Gross motor Negotiate space when playing racing games. Control over throwing and catching. Control in jumping and balancing. Large scale movements, Fine motor Use tools with increasing control, incl pencil/scissors Use anticlockwise movements and retrace vertical lines. Copy recognisable letters.	Phonics - hear initial sounds Oral blending. Introduce phonemes: s a t p i n . Begin to form graphemes. Use vocabulary influenced by books. Independently give meaning to marks. Understand information can be found from Non Fiction books. Recognise and write name.	Perceptual subitising to 3. Explore numbers to 5 noticing 1 more than. Match to numerals. Begin to represent the numbers 1-5. Use a range of 2D shapes to make pictures and patterns. Create repeating patterns using natural objects. Notice and compare size, weight and capacity in play.	Caring for living things and the environment. Planting and life cycles – Develop understanding of growth and changes – planting. Notice observations closely using senses. Complete simple programmes on the computer and I pads.	Play instruments with control to play loud/ quiet, (dynamics). Combine different media – design and junk model. Experiment with different materials – crayon...Clay. Drawing, creating representations and developing preferences. Introduce a storyline through role-play and small world, using props and making props to support.
By the end of the term most children will know:	How to use a sentence starter to play and cooperate with others. How to begin to self-regulate when their wishes are not met.	How to retell events in the correct sequence and order. Past, present, future – played, playing , I will play.	How to adjust speed in racing games. Where to place their hands to throw and catch with more control. Some healthy food names.	Hear and say the Nursery Rhymes/songs: Five Little Speckled Frogs, Little Bo Peep, Five Little Ducks, The Wheels on the Bus. Orally blend. Begin to recognise s a t p i n	One more than a number 1-5. Recognise numbers 1-5.	Seeds need soil, water and the sunlight to grow.	How to play instruments with different volumes. Join construction by stacking and bridging. How to sculpt with clay.
Developed these skills:	Begin to self-regulate and persist.	Conversing - hold a conversation with an adult or peer, continuing for many turns.	Hold pencil near point between first 2 fingers and thumb, with good control. pencil grip 3 Copy letters from their name. Cut along a wavy and zig zag line with scissors.	Symbolic mark making Emergent writing Orally blend a cvc word - When practitioner, says the sounds in a cvc word, eg ‘c a t’, children point to the corresponding picture.	Using a five frame to find one more than. Measure, Predict	Scooping, digging and planting. Watering and caring for plants.	Joining and bridging construction to make an enclosure. Manipulating clay. Moulding
Know and use this vocabulary:	Sentence starters: ‘I am feeling...’ ‘How do you feel?’ ‘I am sorry’	First, next, then, after.	Healthy, unhealthy, balanced diet. Fruit and vegetable names.	Phonemes, new sound, orally blend, letter rhymes. Fiction, non-fiction/information books. Blurb, contents.	Subitise, same, more, less, fewer, Part, whole. 1 more than. “4 is made from 3 and 1. 1 more than 3 is 4.” Heavy, light, equal to.	Seed, soil, water, sunlight, watering can, plant pot, Roots, stem, shoot, leaves, flower.	Instrument names. Volumes, loud, quiet, louder, quieter. Build, join, enclose, bridge. Clay, sculpt, pinch, squeeze, press, roll.
Our rising 3s will...	Follow the routines with adult support Engage in onlooker and parallel play. Show signs of toilet training	Listen for a shorter time. Respond to a one or two part instruction. Say a short phrase with developing pronunciation.	Climb with two feet. Use a balance bike – not pedals. Show interest in using mark making tools. Pencil grip 1 and 2.	Imitate vertical/horizontal lines, loops, dots and circles. Begin to listen for an increased amount of time and begin to join in words of familiar stories.	Find groups of 1, 2 and 3 and perceptually subitise. They may explore five frames.	Use senses to explore and begin to name what is observed in the garden, eg	Use imagination to recreate own experiences and use objects to represent something else. Show interest in loose parts and exploring paint.
Know these stories or have shared these books:							

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Additional Key Information

Woven throughout our curriculum are:

Characteristics of Effective Teaching and Learning: Playing and Exploring, Active Learning, Creating and thinking critically.
British Fundamental Values: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths & beliefs

Pencil grip 1,2,3,4



grip 1



grip 2



grip 3



grip 4

Progression of play:

Unoccupied Play (3m -2yrs)

Movements that children make, often with no clear purpose.

Solitary Play (3m -2yrs)

Children start to play on their own. Children not seem to notice other children nearby.

Onlooker Play (2.5 yrs)

Children watch others play. The child who is looking may ask questions, but does not join in the play.

Parallel Play (2.5 – 3.5 yrs)

Children begin to play side by side, but without any interaction. They are paying attention to each other.

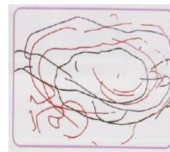
Associative Play (3-4 yrs)

Children start asking questions of each other. They have similar goals, but no set rules.

Social Play (4-6 yrs)

Children begin to share ideas and toys, and follow established rules.

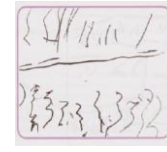
Progression of Writing patterns:



Preliterate mark making

(No intentional meaning)

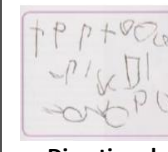
Random and spontaneous in vertical, horizontal and circular motions.
2 yrs



Mark making for meaning

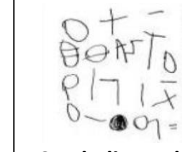
(More varied shapes. Begin to say what they have written.)

Initiate a vertical line and horizontal line.
2.5 yrs



Directional mark making

(Shapes that may be written across the page.)



Symbolic mark making

(Attempting letter like shapes, but not linking to sounds.)








Emergent writing






(Symbols they know the sounds they make. Mostly from name.)

***To support the development of pencil grip and writing patterns, we plan sequentially across the year:**
Flipper Flappers,
Write Dance,
Dough Disco.

Progression of Scissor/Cutting Skills:

2 Years Approximate age	Cutting dough/ cooked pasta	
2.5 Years Approximate age	Cutting snips on paper	
3 Years Approximate age	Cutting a straight line	
3.5 Years Approximate age	Cutting a curve line or circle	
4 + Years Approximate age	Cutting a square	

Progression of Scissors:

Plastic Playdough Scissor	
Loop Scissor	
Spring Back Scissor	
4 Holed Scissor	
Non-spring Scissor	
Patterned Scissor	