

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is Me	Starry Skies	Once Upon a Time	Egg-citing Beginnings	Growing Strong	World Tour
The Big Questions!	What makes me special?	Where do the stars go in the daytime?	Do Princesses ride in fancy carriages?	What's inside the egg?	Can I eat chocolate for breakfast?	What's it like in other places?
Weekly Focus	<ul style="list-style-type: none"> • My Friends and Family • What I like • My Favourite Colours • My Senses • Who helps me – what might they drive? (Occupations) • Where I go 	<ul style="list-style-type: none"> • Night and Day • Bedtime routines • Nocturnal Animals • Reflective Materials • Seasons • Celebrations, Festivals and Food 	<ul style="list-style-type: none"> • Kings, Queens, Princes and Princesses • Vehicles • Chinese New Year • Weather – puddles • Floating/sinking 	<ul style="list-style-type: none"> • Reptiles, Amphibians and Birds • Dinosaurs • Carnivores and herbivores • Spring • New life/Life cycles • Planting and growing 	<ul style="list-style-type: none"> • Food – healthy/unhealthy • Food that melts and freezes (focus on melting and freezing) • Keeping healthy • Cleaning teeth • Exercise – push and pull (forces) • Rest 	<ul style="list-style-type: none"> • People • Homes • Food • Celebrations • Landscapes – African plains and African Jungle • Animals – African
Key Fiction Texts linked to theme/topic	<ul style="list-style-type: none"> • All Are Welcome by Alexandra Penfold • What I Like About Me! by Alia Zobel Nolan • The Mixed-Up Chameleon by Eric Carle • My Five Senses by Aliki • Whose Vehicle is This? by Sharon Katz Cooper 	<ul style="list-style-type: none"> • Sun and Moon by Lindsey Yankey • Goodnight Moon by Margaret Wise Brown • Owl Babies by Martin Waddell • Moonlight Animals by Elizabeth Golding • Stroll Through the Seasons by Kay Barnham. • Twinkly, Twinkly Nativity by Sam Taplin 	<ul style="list-style-type: none"> • Ben and Holly's Little Kingdom: Little Library – King and Queen Thistle (Board book) ISBN: 9781409305323 • The Princess and the Pea – Maja Dusikova • Cars and Trucks and Things That Go by Richard Scarry • Princess Smartypants by Babette Cole • Zog by Julia Donaldson • Lanterns and Firecrackers by John Zucker • Rain by Linda Ashman • Things that float and things that don't by David A Adler 	<ul style="list-style-type: none"> • An Egg is Quiet by Dianna Hutts Aston • Dinosaur Dig by Penny Dale • Carnivores by Aaron Reynolds • Goodbye Winter, Hello Spring by Kenard Pak • The Amazing Life Cycles of Butterflies by Kay Barnham • The Tiny Seed by Eric Carle 	<ul style="list-style-type: none"> • Eat Your Peas by Kes Gray and Nick Sharratt • I Will Never Eat a Tomato by Lauren Child • Curious George and the Ice Cream Surprise by Margaret & H.A. Rey • The Very Cold Freezing No-Number Day by Ashley N. Sorenson • Chocolatina by Erik Kraft • Brush Your Teeth Please by Leslie McGuire • Going to the Dentist by Usborne Books • Newton and Me by Lynne Mayer • Sleep Like a Tiger by Mary Logue 	<ul style="list-style-type: none"> • https://youtu.be/M4JEw3yfVGw • This Is How We Do It: One Day in the Lives of Seven Kids from Around the World by Matt Lamothe • Whoever You Are by Mem Fox • Homes Around the World by Dona Herweck Rice • My Food, Your Food by Lisa Bullard • Let's Celebrate: Special Days Around the World by Kate DePalma and Martina Peluso • Bringing the Rain to Kapiti Plain by Verna Aardema • Handa's Surprise by Eileen Browne • Rumble in the Jungle by Giles Andreae
Focus Songs and Key Nursery Rhymes	<ul style="list-style-type: none"> • I am Special (To the tune of Freres Jaques) • Sing a Rainbow • Hickory Dickory Dock • Miss Polly had a Dolly • This Little Piggy 	<ul style="list-style-type: none"> • The Moon Song Lullaby • Rock-a-bye baby • Are you Sleeping, Brother John? • Teddy Bear, Teddy Bear • It's Raining, It's Pouring 	<ul style="list-style-type: none"> • The Grand old Duke of York • Horsey, Horsey Don't You Stop • Zoom, Zoom, Zoom, We're Going to the Moon • Wonderful Lion Dance • Rain, Rain, Go Away • Five Little Ducks 	<ul style="list-style-type: none"> • Five Little Speckled Frogs • Two Little Blackbirds • Ten Little Dinosaurs • Five Little Flowers (To the tune of Incy Wincy Spider) • I'm a Little Chick (Peppa Pig) • One Potato, Two Potatoes 	<ul style="list-style-type: none"> • Apples and Bananas • Do You Like Broccoli Ice Cream? • Ice Cream Song • This is the Way We Wash our Hands • Brush, Brush, Brush Your Hair • Eat a Rainbow • Brush Your Teeth 	<ul style="list-style-type: none"> • If You Are Wearing Red? • Hot Cross Buns • This is the Way We Celebrate • Kookaburra Sits in the Old Gum Tree • Down in the Jungle • Five Little Monkeys

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Seasonal Events and Opportunities for Parental Engagement with WOW Factor!	<p>Transition into full time education</p> <p>Baseline assessments</p> <p>Meet-and-Greet Morning: An informal session for parents to connect with staff and other families.</p> <p>Senses Activity Stations: A hands-on session where parents and children explore sensory materials like scented playdough, textured items, and sound-making objects.</p> <p>Community Helper Visit: Invite parents in occupations such as nurses, firefighters, or postal workers to talk about how they help and the vehicles they use.</p>	<p>Bonfire night/Guy Fawkes</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Diwali</p> <p>National nursery rhyme week</p> <p>Christmas party</p> <p>Shadow Play</p> <p>Workshop: Incorporate themes of light and darkness, linking it to the symbolism of festivals like Diwali and its celebration of light over darkness.</p> <p>Bat Week (October 24–31)</p>	<p>Valentine's Day</p> <p>Shrove Tuesday - Pancake making and flipping</p> <p>Chinese New Year Food Tasting</p> <p>Dragon Dance</p> <p>Royal Tea Party: Parents and children dress as royalty and enjoy a themed tea party, complete with storytime featuring classic fairy tales.</p>	<p>Spring walk</p> <p>World book day</p> <p>Mother's Day</p> <p>Easter</p> <p>Easter Bonnet Parade</p> <p>Eggs in incubator</p> <p>Dinosaur Dig: Parents help children uncover "dinosaur fossils" in a sandpit using brushes and tools.</p>	<p>May day</p> <p>St George's Day</p> <p>World Day for Cultural Diversity</p> <p>Live caterpillars/butterflies</p> <p>Tooth Fairy Visit: A "tooth fairy" character visits to talk about the importance of brushing and flossing.</p> <p>Yoga for Families: A yoga instructor leads a session focused on balance, stretching, and relaxation.</p>	<p>Transition events</p> <p>Sports Day</p> <p>Animal Encounter: Host a visit from an exotic animal handler to showcase African animals like snakes and lizards.</p> <p>Safari Adventure Day: Create an outdoor "safari" experience where parents and children explore themed stations like animal spotting, map reading, and jungle crafts.</p>
Role play Areas	Home corner	Space Station/Observatory	Royal Castle	Garden Centre	Fitness Studio	Safari Adventure
Key Vocabulary linked to topic	friends, family, name, myself, like, favourite, colour, happy, sad, big, small, eyes, nose, mouth, ears, touch, see, hear, taste, smell, hand, feet, help, doctor, teacher, firefighter, bus, car, train, shop, park, home, school, playground, street, shopkeeper, driver, mummy, daddy, brother, sister, baby, play, together, special, different	night, day, moon, sun, star, sky, dark, light, bedtime, sleep, dream, blanket, pillow, pyjamas, bath, brush, story, owl, bat, fox, wolf, night-time, shadow, stars, cloud, glow, reflect, hard, soft, rough, smooth, dull shiny, cold, hot, spring, summer, autumn, winter, celebrate, party, cake, fireworks, lantern, song, dance, food, holiday, costume, birthday, new year, diwali, Christmas, Easter	king, queen, prince, princess, castle, crown, throne, royal, magic, fairy tale, knight, dragon, wizard, adventure, knight, treasure, sword, shield, vehicle, car, bus, bike, train, aeroplane, truck, chinese new year, lantern, dragon, fireworks, red, gold, celebration, puddle, rain, wet, splash, boots, coat, float, sink, water, ship, boat, heavy, light	reptile, amphibian, bird, dinosaur, egg, hatch, chick, tadpole, frog, butterfly, caterpillar, snake, lizard, crocodile, shell, scales, feathers, wings, claws, tail, carnivore, herbivore, plant, tree, seed, grow, bloom, flower, leaf, spring, rain, sun, life cycle, baby, nest, frogspawn, butterfly cocoon, grow, sprout, root, soil, water, garden	food, healthy, unhealthy, fruit, vegetable, milk, juice, sweet, salty, chocolate, biscuit, snack, meal, drink, freeze, ice, cold, melt, hot, wash, brush, teeth, toothpaste, clean, dirty, exercise, jump, run, walk, push, pull, stretch, bend, strong, muscles, sleep, rest, relax, body, healthy, nap, energy	people, family, friend, country, home, house, apartment, tent, hut, food, rice, bread, fruit, vegetables, chicken, soup, cake, sweet, celebrate, festival, party, birthday, wedding, music, dance, flag, landscape, plains, jungle, forest, desert, mountain, river, animal, lion, elephant, giraffe, zebra, monkey, snake, hippo, giraffe, leopard, bird, giraffe, zebra, safari, Africa, wild, nature

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Summary Goals – The nursery assessment is a progress model which is based on a best fit methodology. Skills progression support documents, for each area of learning, are used alongside the summary goals to support practitioner judgements.						
PSED	<p>We will explore the theme "This is Me" by helping children understand school routines, develop self-awareness, and build relationships with others.</p> <p>The children will take part in a "My Special Space" activity, learning where to put their coats and personal belongings, helping them understand school expectations.</p> <p>We will encourage children to share their likes and dislikes, and draw pictures of themselves and their families, supporting them in building confidence and a sense of individuality.</p> <p>The children will form strong relationships by participating in activities where we sit with them, offer support, and listen to their thoughts and feelings.</p> <p>We will use visual reminders and gentle encouragement to help children settle into routines and build confidence to ask for help when needed.</p> <p>The children will help create simple class rules, promoting independence and involvement in the classroom.</p>	<p>We will explore the theme "Starry Skies" by helping children develop flexibility and cooperative play, while learning about the night, day, and bedtime routines.</p> <p>The children will share their likes and dislikes through a "Me Box" activity, drawing or choosing pictures of things they enjoy, connecting their preferences to things they see at night or during celebrations.</p> <p>We will introduce scenarios during play where things don't always go as expected and link to bed time routines.</p> <p>The children will learn to express their feelings and adapt to new situations, such as understanding that some activities take place in the day while others happen at night.</p> <p>We will encourage "Partner Play," where children work together to complete simple tasks, building social skills while exploring themes of sharing and cooperation, just like during family celebrations.</p> <p>The children will be supported to feel safe expressing themselves, while developing flexibility and cooperation with their peers, whether during quiet bedtime routines or active play in the daytime.</p>	<p>Our main focus will be helping children stay engaged with activities, understand school rules, and develop awareness of others.</p> <p>We will encourage children to explore and choose activities, staying with them for longer periods to build focus.</p> <p>We will offer gentle support when children need help, making them feel comfortable asking for assistance.</p> <p>Through clear routines and reminders, we will guide children in understanding and following school rules, reinforcing that rules are important for everyone's safety and happiness.</p> <p>We will help children recognise how their choices affect others, encouraging them to think about sharing and taking turns.</p> <p>We will encourage children to join in others' play, promoting positive social interactions and the confidence to engage with their peers.</p>	<p>Our main focus will be helping children become more aware of others, make simple choices, and begin interacting with their peers.</p> <p>We will encourage children to notice and acknowledge the children around them, promoting interactions through group activities and shared play.</p> <p>We will support children in making simple choices during activities, helping them feel confident in expressing preferences.</p> <p>When children need help, we will encourage them to seek out adults, offering support and guidance as needed.</p> <p>We will guide children in accepting the needs of others, teaching them the importance of taking turns and considering their friends' feelings.</p> <p>Through play and social activities, we will foster increased awareness of others, encouraging children to interact more with their peers and build friendships.</p>	<p>Our main focus will be helping children build confidence in playing with others, regulate their behaviour, and become more aware of the needs of those around them.</p> <p>We will encourage children to engage in group activities where they can practice taking turns, sharing, and self-regulating their actions during play.</p> <p>We will support children in recognising the importance of considering others' feelings and space, guiding them to be mindful of their peers as they play.</p> <p>Through role-playing and simple discussions, we will help children understand the consequences of their actions, encouraging them to take accountability for their choices.</p> <p>We will create opportunities for children to observe and show interest in others' play, encouraging them to join in when they feel ready, fostering social skills and collaboration.</p>	<p>Our main focus will be helping children take responsibility for their own feelings, play, and choices, while building independence and completing tasks.</p> <p>We will encourage children to recognise and express their emotions, helping them understand how to manage their feelings in play situations.</p> <p>We will provide activities that allow children to start and finish tasks independently, such as building a tower or completing a simple puzzle, helping them develop perseverance and a sense of achievement.</p> <p>We will continue to support children in making independent choices, whether it's selecting an activity or deciding how to approach a task, boosting their confidence.</p> <p>Through group activities and shared play, we will encourage children to join in others' play, fostering collaboration and enhancing their social skills.</p>

Observational Checkpoint	<p>Between the ages of 2 and 3</p> <ul style="list-style-type: none">• Does the child start to enjoy the company of other children and want to play with them? <p>Around the age of 3</p> <ul style="list-style-type: none">• Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?• Can the child settle to some activities for a while? <p>Around the age of 4</p> <ul style="list-style-type: none">• Does the child play alongside others or do they always want to play alone?• Does the child take part in pretend play (for example, being 'mummy' or 'daddy')?• Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>
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Communication and Language		Maximise opportunities to develop speaking and listening using the shREC approach. Key person conversations using open ended questions, allow time for children to respond. Encourage language and vocabulary. Listening to short stories. Promote interactions between peers. Invite children to bring in something for show and tell. Circle times, making new friends, listening to and following instructions, listening games, action songs and copy patterns.					
	<p>Our main focus will be supporting children in listening to adults, following simple requests, and developing their communication skills.</p> <p>We will encourage children to respond to simple requests, helping them understand instructions, such as "Get your coat and wait at the door," and build their listening skills.</p> <p>Through activities like storytelling, we will help children talk about familiar books, sit and listen to stories, and answer simple questions about what they've heard.</p> <p>We will support children in communicating through words and gestures, guiding them to speak in simple sentences and express their thoughts more clearly.</p> <p>By engaging in these activities, we will promote their language development and understanding of two-part instructions.</p>	<p>Our focus in the "Starry Skies" theme will be helping children develop communication skills through topics like night and day, bedtime routines, nocturnal animals, reflective materials, seasons, and celebrations.</p> <p>We will encourage children to respond to simple requests and use new vocabulary related to space, such as "moon," "stars," and "nighttime."</p> <p>Through stories, we will introduce regular plural forms like "animals," "stars," and "seasons," and help children form simple sentences using "is," "are," and "am."</p> <p>Children will enjoy longer stories, remembering key details and expanding their vocabulary related to nocturnal animals, celebrations, and the changing seasons. Hands-on activities will support their language development and curiosity.</p>	<p>Our focus in the "Once Upon a Time" topic will be supporting children's communication skills through themes like Kings, Queens, Princes and Princesses, vehicles, Chinese New Year, weather, and floating/sinking.</p> <p>Children will respond to simple questions and engage in longer dialogues, discussing favourite characters and events like Chinese New Year.</p> <p>Through rhymes, familiar books, and storytelling, children will predict story endings, join in refrains, and expand their vocabulary by using terms like "prince," "castle," and "bus driver" in their play.</p> <p>We will encourage children to organise their play with phrases like, "Let's go on a bus... you sit there... I'll be the driver," and introduce a wider range of vocabulary through songs and activities, enriching their language development.</p>	<p>Our focus in the "Eggs-Citing Beginnings" theme will be supporting children's communication skills through topics like reptiles, amphibians, birds, dinosaurs, carnivores and herbivores, spring, new life, life cycles, and planting.</p> <p>Children will listen for longer periods, with prompting to maintain focus, and use characters in their play, even if the details don't match the story.</p> <p>Through storytelling, we will encourage longer dialogues, simple predictions, and retelling familiar stories. Children will use sentences of four to six words to describe events and share ideas.</p> <p>Children will develop their communication further by talking about past events, though we will guide them through challenges with irregular tenses. This will support their language development while exploring the fascinating world of life cycles, dinosaurs, and growth.</p>	<p>Our focus in the "Growing Strong" theme will support children's language development through topics like healthy food, food that melts and freezes, keeping healthy, cleaning teeth, exercise, and rest.</p> <p>Children will use new vocabulary as they join in songs, stories, and rhymes about food and health, and become more confident using fantasy language in play, like pretending to be doctors or chefs.</p> <p>We will encourage "why" questions, such as "Why do we go to the dentist?" to help children think critically about health and food.</p> <p>Children will talk about familiar books and rhymes, retell stories, and start conversations with adults and peers, discussing health, food, and exercise, continuing the dialogue for several turns.</p>	<p>Our focus in the "World Tour" theme will support children's language and listening skills through topics like people, homes, food, celebrations, and African landscapes and animals.</p> <p>Children will remember key events from stories and follow instructions with minimal support. We will promote good listening habits, helping them sit, look, and listen with simple comprehension.</p> <p>Through activities on colours and prepositions, children will enhance their understanding and use language to organise their play, such as "The elephant is near the tree."</p> <p>We will encourage children to express their point of view and engage in simple debates with peers or adults, using words and actions to share and discuss ideas.</p>	

Observational Checkpoint**Towards their third birthday**

- Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).
- Is the child linking up to 5 words together?
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.
- Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Around the age of 3

- Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Around the age of 3

- Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4

- Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?
- Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".
- Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?
- Can the child answer simple 'why' questions?

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Physical Development	<p>Our main focus will be on helping children explore their identity, preferences, and surroundings.</p> <p>We will support children in developing their movement and balancing skills by walking steadily, climbing low apparatus with support, and using scooters or trikes. Children will practice rolling and catching large balls as part of collaborative activities linked to "My Friends and Family."</p> <p>We will encourage children to explore mark-making using large-muscle movements, such as waving flags and streamers, inspired by "My Favourite Colours."</p> <p>Children will begin using scissors to make simple snips under supervision and start to show a preference for one hand when using tools.</p>	<p>Our main focus will be on building independence as children learn about night and day, bedtime routines, and seasonal changes. We will encourage children to balance and move independently on scooters or trikes.</p> <p>Children will practice climbing stairs using alternate feet, reflecting on bedtime routines and daily rhythms.</p> <p>We will use painting and mark-making activities to help children develop purposeful large-muscle movements, inspired by themes like "Seasons" and "Celebrations."</p> <p>Children will refine their grip on pencils and pens to create marks and drawings.</p> <p>We will guide children in handling utensils like forks and spoons and support them in putting on coats and zipping with minimal help.</p>	<p>Our main focus will be on developing confidence and creativity as children focus on stories and fairy tales.</p> <p>We will help children build confidence in balance and coordination while riding scooters, trikes, and walking on planks, linked to royal adventures and fairy tale "Vehicles."</p> <p>Children will begin to skip with a consistent rhythm and hop for short sequences as they explore weather and puddle play.</p> <p>We will encourage children to stand on one leg during games like musical statues, reflecting the playful nature of princes and princesses.</p> <p>Children will improve control with scissors and pencils as they cut curved lines and begin basic letter formation.</p> <p>We will guide children in using a knife and fork for simple tasks like cutting soft foods during themed activities such as Chinese New Year celebrations.</p>	<p>Our main focus will be on growth and discovery through the themes of spring, life cycles, and dinosaurs. We will support children in climbing apparatus and riding bikes with training wheels while discussing how reptiles, amphibians, and birds move in the wild. E.g. we will compare how a lizard climbs and how birds perch, helping children develop balance and coordination through playful exploration.</p> <p>The children will improve their balance and posture by navigating narrow surfaces, like a balance beam, while learning about how different animals, such as frogs in ponds, use balance to move.</p> <p>We will encourage children to use scissors to cut more intricate patterns, like creating dinosaur shapes or cutting out leaves and flowers.</p> <p>The children will practice using cutlery to confidently cut firmer foods, such as vegetables or fruits, while learning about herbivores and carnivores, discussing what types of foods these animals eat in the wild.</p>	<p>Our main focus will be on health and self-care as children learn about keeping their bodies strong and healthy.</p> <p>We will help children gain confidence in balancing and steering bikes independently, linking to the importance of exercise.</p> <p>Children will collaborate in small groups to move or carry large items like planks or blocks, connecting to themes of "Push and Pull" forces.</p> <p>We will guide children in writing simple letters and numbers with a comfortable pencil grip, reflecting on healthy routines like cleaning teeth.</p> <p>Children will refine their fine motor control by threading beads, drawing detailed pictures, and cutting shapes accurately with scissors.</p> <p>We will encourage children to independently dress and undress, managing fasteners like buttons and zips as part of developing good routines for rest and activity.</p>	<p>Our main focus will be on exploring diversity and the wider world.</p> <p>We will support children in confidently riding bikes and climbing apparatus, linking to global exploration and landscapes like the African plains.</p> <p>Children will skip, hop, and move rhythmically in sequences inspired by cultural celebrations and dances.</p> <p>We will encourage children to collaborate on large-scale tasks such as building homes, reflecting diverse people and communities.</p> <p>Children will develop their writing skills to create words and sentences, inspired by global foods and celebrations.</p> <p>We will support children in eating meals neatly using a knife and fork and dressing independently to reflect cultural attire from around the world.</p>
Observational Checkpoint	<p>Around their third birthday</p> <ul style="list-style-type: none"> Can the child climb confidently, catch a large ball and pedal a tricycle? <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.</p>					

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Phonics	<ul style="list-style-type: none"> Develop children's phonological awareness: <ul style="list-style-type: none"> - Join in with nursery rhymes - Sing some nursery rhymes independently - Explore body percussion - Tuning into voice sounds - Talking about sounds - Spot and suggest rhymes General Sound Discrimination (Environmental, Instrumental and Body Percussion) Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting 	<ul style="list-style-type: none"> Develop children's phonological awareness, so that they can: <ul style="list-style-type: none"> - Distinguish between environmental sounds. - Exploring speech sounds - Spot and suggest rhymes - Experience and appreciate rhythm and to develop awareness of rhythm in speech General Sound Discrimination (Environmental, Instrumental and Body Percussion) Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting 	<ul style="list-style-type: none"> Develop children's phonological awareness, so that they can:- - <i>Spot and suggest rhymes</i> - <i>Develop awareness of sounds made with instruments</i> - <i>Orally blend and segment words</i> - <i>Count or clap syllables in a word</i> <p><i>Recognise words with the same initial sound, such as money, mother</i></p> <p>s, a, t, p, i, n, m, d, g, o, c, k e, u, r, h, b, f, l, j, v, w, x, y, z</p> <ul style="list-style-type: none"> Alphabet Chant/ Hear Phonemes/ Read GPCs/ Say it Fast/Write New Grapheme 			
Literacy	<p>We will engage children in extended conversations about stories, encouraging them to share details about "My Friends and Family," "What I Like," and "My Favourite Colours," while learning new vocabulary to describe their senses and the world around them.</p> <p>Children will begin to understand key concepts about print, such as recognising that print has meaning and identifying the parts of a book, as we explore themes like "Who helps me – what might they drive?" and "Where I go."</p> <p>We will encourage children to use their developing print and letter knowledge to create marks related to seasonal changes and reflective materials from Starry Skies, or to draw about their family and favourite activities from This is Me.</p> <p>Children will share their marks and drawings with adults, describing how they represent celebrations, bedtime routines, or their friends and family.</p> <p>We will support children in writing some letters from their name, tying this to themes of identity, bedtime routines, and personal preferences explored in This is Me and Starry Skies.</p>	<p>We will help children understand the five key concepts about print by exploring stories about Royalty, helping them recognise that print has meaning.</p> <p>We will introduce the names of book parts, such as the title, cover, and pages, while reading about Vehicles and their adventures.</p> <p>We will show that print serves different purposes, such as labelling objects in Floating/Sinking experiments or recording observations during Planting and Growing activities.</p> <p>We will practice page sequencing with stories about Weather and Puddles or Dinosaurs and teach children to follow the flow of English text (left to right, top to bottom) using books about New Life and Life Cycles in spring.</p> <p>They will use their growing print and letter knowledge in early writing by creating royal invitations, or by making weather charts.</p> <p>They will write familiar letters, such as "d" for dinosaur or "r" for reptile, while exploring themes of Dinosaurs and Reptiles, Amphibians, and Birds.</p> <p>We will support children in writing some or all of their name.</p>	<p>We will reinforce the five key concepts about print by exploring print's meaning through activities about healthy and unhealthy foods and the importance of keeping healthy. We recap names of book parts, such as the title, cover, and pages, and discuss the features and purposes of non-fiction texts, linking this to topics like People, Homes, and Food.</p> <p>We will practice page sequencing with stories about African animals and global celebrations, helping children understand story flow. We will also teach that we read English text from left to right and top to bottom through books on landscapes like the African plains or jungle.</p> <p>They will engage in conversations about familiar stories, learning vocabulary related to key events, characters, and settings in stories about food or exercise. Children will answer "who, what, and where" questions, connecting their responses to topics like keeping healthy or rest.</p> <p>We will encourage children to use print and letter knowledge in early writing, such as writing a pretend shopping list that starts at the top of the page or writing "a" for apple while exploring healthy eating. They will write some or all of their name and practice writing letters accurately while learning about food that melts and freezes.</p>			

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Maths	<p>Match and Sort We will support the children in sorting objects by colour, size, or shape.</p> <p>Link Numerals and Amounts/Counting We will encourage the children to show the correct number of objects to match the numerals for 1 and 2. The children will begin to recite numbers up to 5. We will help the children show 'finger numbers' up to 5 when joining in with number songs and rhymes. The children will say one number for each item in order: 1, 2, 3, 4, 5. We will encourage the children to recite numbers beyond 5. The children will begin to subitise small groups of objects (recognising quantities without counting them).</p> <p>Understanding Position We will help the children understand position through words alone, such as "The bag is under the table," supported by visual cues.</p> <p>Making Comparisons We will encourage the children to make comparisons between objects in terms of size, length, weight, and capacity.</p> <p>Identifying Patterns The children will talk about and identify patterns around them, such as stripes on clothes, or designs on rugs and wallpaper, using informal language like 'pointy,' 'spotty,' and 'blobs.'</p> <p>Selecting Shapes We will guide the children in selecting shapes appropriately, for example, using flat surfaces for building or a triangular prism for a roof.</p> <p>Noticing Shapes in the Environment The children will notice and talk about shapes in the environment.</p> <p>Exploring 2D Shapes We will support the children in talking about and exploring 2D shapes, such as circles, rectangles, and triangles, using both informal and mathematical language like 'sides,' 'corners,' 'straight,' 'flat,' and 'round.'</p>	<p>Match and Sort We will support the children in finding and matching objects that are the same. The children will sort objects according to different criteria, such as size, shape, or colour. We will encourage the children to sort the same set of objects according to different criteria.</p> <p>Link Numerals and Amounts/Counting The children will show 'finger numbers' up to 5 when joining in with number songs and rhymes. We will guide the children in saying one number for each item in order: 1, 2, 3, 4, 5. The children will understand that the last number reached when counting a small set of objects tells them how many there are in total. We will encourage the children to experiment with their own symbols, marks, and numerals.</p> <p>Describing Sequences The children will begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then,' and 'next.'</p> <p>Patterns We will support the children in extending and creating ABAB patterns, such as "stick, leaf, stick, leaf."</p> <p>Exploring 3D Shapes The children will talk about and explore 3D shapes using both informal and mathematical language, such as 'sides,' 'corners,' 'straight,' 'flat,' and 'round.'</p> <p>Combining Shapes We will encourage the children to combine shapes to make new ones, such as an arch or a bigger triangle.</p>	<p>Recognition and Counting We will support the children in quickly recognising up to 3 objects without counting them individually (perceptual subitising). The children will say when the number of objects is the same. We will help the children solve real-world mathematical problems with numbers up to 5. The children will compare quantities using language such as "more than" and "fewer than."</p> <p>Spatial Awareness and Positional Language We will encourage the children to describe a familiar route using spatial words. The children will discuss routes and locations, using words like "in front of" and "behind." We will help the children understand and use positional language through words alone. The children will begin to describe a sequence of events, real or fictional, using words such as "first," "then," and "next."</p>			

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p>We will encourage children to share who lives in their house through drawings and discussions and children will name and describe their family using photos and stories. Children will talk about how they have changed by looking at baby photos.</p> <p>We will provide role-play areas for mimicking familiar adults and children will explore the roles of adults through stories and discussions. We will set up small-world play to spark interest in different jobs.</p> <p>We will create family tree activities to help children talk about extended family and children will share their family routines and customs during circle time.</p> <p>We will compare children and adults through discussions and measuring activities.</p> <p>Children will recall special events and say their age using birthday charts and songs. Children will explore special celebrations by sharing party traditions.</p> <p>We will create a class map to help children talk about where they live.</p> <p>We will provide drawing and "weekend news" time for children to share recent experiences.</p>	<p>We will encourage children to sort clothing and dress appropriately for different types of weather through role-play and dressing-up activities.</p> <p>Children will describe natural weather phenomena, such as puddles, shadows, and rainbows, through outdoor observations and discussions.</p> <p>We will introduce vocabulary like hard, soft, rough, smooth, shiny, and dull by exploring reflective and textured materials.</p> <p>Children will sort and compare materials such as plastic, wood, and fabric, identifying their similarities and differences through hands-on activities.</p>	<p>We will provide water play activities for children to explore and sort objects that float or sink, linking to castles surrounded by moats and fairy-tale adventures.</p> <p>Children will describe and sort materials as artificial (man-made) or natural while exploring royal treasures, castle structures, and magical objects.</p> <p>We will encourage children to observe what happens when different materials are placed in water, discovering which dissolve or absorb liquid, connecting to puddle play and weather changes in fairy-tale settings.</p> <p>Children will use vocabulary such as hard, soft, rough, smooth, shiny, and dull while handling objects like crowns, armour, and royal fabrics.</p>	<p>We will help children identify where different animals, including dinosaurs, lived by exploring habitats such as forests, deserts, and ponds, linking to reptiles, amphibians, and birds.</p> <p>Children will plant seeds and care for growing plants, learning that they need water and light to thrive, connecting to spring and new life.</p> <p>We will support children in matching animals to their young and naming farm animals through stories, puzzles, and small-world play.</p> <p>Children will describe simple life cycles by observing caterpillars, tadpoles, or chicks and creating life cycle diagrams, as well as exploring the life cycles of dinosaurs.</p> <p>We will encourage hands-on sensory exploration using soil, leaves, feathers, fossils, and natural materials to deepen their understanding of the world around them, including dinosaur fossils.</p>	<p>We will encourage children to observe and name the processes of melting and freezing by exploring ice cubes and frozen treats, linking to healthy and unhealthy food choices.</p> <p>Children will explore different forces they can feel, such as pushes and pulls, by engaging in activities like pushing toy cars or pulling objects with ropes, while also learning about the importance of exercise for keeping healthy.</p> <p>We will introduce magnetic attraction and repulsion through simple experiments with magnets, helping children understand how forces affect objects in the world around them.</p>	<p>We will encourage children to share who lives in their house through drawings and discussions. Children will name their immediate family using family photos and stories.</p> <p>We will provide role-play areas where children can mimic adults engaged in everyday tasks and children will talk about the roles of adults they live with by discussing responsibilities and we will spark interest in occupations linked to transport and farms through role-play.</p> <p>We will help children name and talk about their extended family through family trees and pictures. Children will also discuss their family life, routines, and customs during circle time. We will also discuss the differences between individuals and families, focusing on culture and traditions and children will learn to appreciate differences between people by celebrating diversity.</p> <p>We will teach children to locate the UK on a globe. Children will learn that animals live in different habitats by exploring African plains and jungles. Children will compare their environment to places like the African plains and jungles using maps and discussions.</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>We will encourage children to show different emotions in their drawings and paintings by discussing various feelings and creating pictures that reflect those emotions (e.g., happy, sad, scared). The children will represent familiar objects through independent drawing and painting by creating artwork of their families, pets, or favourite things.</p> <p>We will guide children to draw simple faces with features like eyes, noses, and mouths, helping them represent themselves and others. The children will use pre-made paints and name colours as they experiment with mixing and matching colours to create their favourite shades.</p> <p>We will support children in showing different emotions in their pictures, such as drawing a smiling face for happiness or a frown for sadness.</p> <p>The children will explore colour through activities like painting with primary colours and mixing to create new ones.</p> <p>We will introduce simple instruments (like tambourines or drums) for children to play and express their feelings, such as using loud sounds for excitement or soft sounds for calmness.</p>	<p>We will encourage children to express ideas like movement and loud noises by using drawing to depict thunder or wind. The children will take part in pretend play, using objects like pillows or blankets to represent bedtime or sleep activities.</p> <p>We will teach children to sing in a loud or quiet voice, exploring pitch using songs related to different seasons.</p> <p>We will encourage children to listen with increased attention to sounds by exploring different natural sounds and talking about what they hear (e.g., birds, rain).</p> <p>The children will respond to what they have heard, expressing their thoughts and feelings through movement or sound, such as mimicking the sound of rain with their bodies. We will help children remember and sing entire songs, and sing nursery rhymes and simple songs from memory.</p> <p>We will explore the sounds made by different instruments, allowing children to experiment with drums, xylophones, and shakers.</p> <p>We will encourage children to draw circles and lines as they experiment with basic shapes during art activities.</p> <p>The children will use drawing to represent ideas like movement or loud noises, such as drawing lines to represent sound waves.</p>	<p>We will guide children to create closed shapes like circles and squares to represent objects such as the sun or a castle. The children will add detail to their drawings, like faces with eyes, noses, and mouths for their king or queen characters.</p> <p>We will help children select materials like fabric or paper to bring their imaginative stories to life.</p> <p>The children will build imaginative 'small worlds' with blocks, such as creating a castle or kingdom.</p> <p>We will encourage children to use small-world toys, like knights and princesses, to create fairy tale scenes.</p> <p>The children will introduce simple narratives to their small world play, such as a princess going on an adventure.</p> <p>We will guide children to play instruments with control to represent sounds in their fairy tale stories, like using drums for an angry king.</p> <p>The children will choose materials to create castles or vehicles, linking their constructions to fairy tale themes.</p> <p>We will engage children in role-play, pretending to be kings, queens, or travellers in royal adventures.</p>	<p>We will encourage children to explore different materials freely, using natural items like leaves, rocks, and soil to make models of dinosaurs, reptiles or birds.</p> <p>The children will talk about the materials they use, feeling textures of leaves or feathers, and deciding how to incorporate them into their creations.</p> <p>We will help children use objects or tools, like sponges or leaves, to print patterns of dinosaurs, animals, or plants.</p> <p>We will guide children to join different materials using glue, creating a collage of their favourite animals or plants.</p> <p>The children will choose different materials for different effects, like using shiny paper for scales or soft fabric for wings.</p> <p>The children will choose different materials for their designs, for example, using green paper for trees or fabric for wings when making animal or plant models.</p> <p>We will guide children to make simple images using cut materials, such as cutting paper to make a dinosaur or bird.</p> <p>The children will explore the process of planting seeds, using sensory activities to explore soil, water, and light to support plant growth.</p>	<p>We will encourage children to play instruments with increasing control, like tapping drums softly or playing a xylophone with more precision.</p> <p>The children will join in with nursery rhymes or favourite songs and poems, like "This is the way we wash our hands," during circle time.</p> <p>We will guide children to represent movement and sounds in their pictures, such as drawing swirls for exercise or straight lines for walking.</p> <p>The children will join in role-play based on their own experiences, like pretending to be a fitness instructor or athlete.</p> <p>We will provide opportunities for simple pretend play, such as using a toy toothbrush to represent cleaning.</p>	<p>We will guide children to create closed shapes using horizontal and vertical lines, such as making a simple house or road.</p> <p>The children will use objects or tools to print a pattern or image with support, printing animal prints or plant shapes from the African landscape.</p> <p>We will encourage children to use junk modelling to create representations of homes, animals, or cultural items from different countries.</p> <p>The children will introduce simple narrative to their small world and role-play, creating stories about people or animals from around the world.</p> <p>We will support children in developing complex stories using small world equipment like animal sets, creating adventures in African plains or jungles.</p> <p>The children will sing their own songs or improvise a song around one they know, incorporating sounds or themes from their world exploration.</p>

