| | Autumn 1 | | | | | | |
|-------------------------|---|---|--|--|---|---|---|
| | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Rights Respecting Links |
| Торіс | How many Nursery rhymes do we know? | How many Nursery rhymes do we | Bears | What might you see on Old McDonald's farm? | Who are the famous characters in my books? | Where shall we go next? | Article 7- You have the right to a name, and this |
| | (Also settling in, feelings, rules and | know? (Also Autumn- | (including themed days/week on Chinese New Year.) | (including: celebration days- | Traditional tales | Different places and environments in the world e.g | should be officially recognized by the |
| | routines and developing | seasonal changes and | | Pancake day, Mother's day. | | under the Sea, the Jungle, the beach- | government. You have the right to a |
| | relationships) | celebrations- Halloween, Bonfire, Divali) | | | | perhaps linked to children's interests) | nationality (to belong to a country). Article |
| Outline of the Topic | -Rules and Routines in Nursery. | -Learning a range of Nursery | -Listening to a range of stories, including series of books such as: | -Learning about the farm including: naming animals and | -joining in with repeating parts of a story e.g., I'll Huff | -Different locations and environments (possibly linked to | 8: You have the right to an identity – an |
| | -Welcoming children back into Nursery and | rhymes (to be able to sing them off by | traditional tales, Hairy Maclary from Donaldson's dairy- | their babies, what might grow at the farm (crops), food | and I'll puff and I'll blow your house down. | different countries e.g. Africa)-the beach, under the | official record of who you are., Article 14-You |
| | settling new children | heart)-one a week. | Lynley Dodd ??? | from the farm and jobs on the farm. | -Simple story structure and | sea, the Jungle, Safari | have the right to choose your own religion and |
| | -Modelling how to use the provision and how to use it | -Sharing hyming stories | Celebrations/times of year: -Chinese New Year | Celebrations/times of year: | language (main story settings, events and | -Recognise difference between fiction/non-fiction | beliefs. Article 30- You have the right to enjoy our own |
| | correctly. | Celebrations/ti mes of year: | -Valentine's Day | -The Easter Story -Pancake | principal characters) | books. | culture, language and religion or |
| | -Become familiar with the classroom environment. | -Autumn- Seasonal changes | Seasonal changes/Winter-what to wear? What is it like | day/Shrove Tuesday. -Mothering Sunday -World book day | -retelling/acting out traditional tales. | -Simple maps (including world map, weather map, | any you choose. Article 27- You have the right to a safe place to live |

| | -Getting to know | -Halloween | outside? Short days, | -Growth and | | map on a visit to | and to have your |
|-----------------|------------------------|-----------------|-----------------------|-----------------------|----------------------|----------------------|--------------------------------|
| | the names of our | | dark nights. How has | change- | | the zoo.) | basic needs met. |
| | new friends. | -Bonfire Night | the weather changed? | seeds/plants/veget | | | World book day |
| | | | What do you need to | ables/lifecycles | | -Keeping the | 7 th March- Article |
| | -Making new | -Divali | wear? | | | environment clean | 29- Goals of |
| | friends/relationship | -Remembrance | | | | and healthy (litter | education- |
| | s with peers/adults. | Day | | | | pick, recycling, | Education must |
| | | | | | | turning off lights | develop every |
| | -Exploring and | -Christmas-The | | | | etc)-links to the | child's |
| | using our senses. | Nativity | | | | Ocean | personality, |
| | | | | | | | talents and |
| | Celebrations/times | | | | | | abilities to the |
| | of year: | | | | | | full. It must |
| | | | | | | | encourage the |
| | -Harvest Time | | | | | | child's respect for |
| Possible rhymes | - Baa Baa black | Hickory Dickory | -When Goldilocks Went | -Polly put the kettle | -This Little Piggy | -1,2,3,4,5 once l | human rights, as |
| and songs | sheep | Dock | to the House of the | on | went to market | caught a fish alive. | well as respect for |
| including | | | Bears | | | | their parents, |
| traditional | -Humpty Dumpty | The Grand old | | -Row Row row your | -Here is the beehive | | their own and |
| nursery Rhymes | | Duke of York | -Jack and Jill | boat | | -A Sailor Went to | other cultures, |
| | -Twinkle Twinkl | | | | -Little Miss Muffet | Sea, Sea, Sea | and the |
| | | Miss Polly had | -l'm a little teapot | -Pat a cake | | | environment. |
| | -2 little Dickie Birds | a dolly. | | | -The Frog song | -Wind the Bobbin | Article 24- You |
| | | | -Tommy Thumb | -There was an old | | Up | have the right to |
| | -Hey Diddle Diddle | Incey Wincey | | lady who | -Little Green frog | | the best health |
| | Dingle Dengle | Spider | | swallowed a fly. | •• | -Alternative | care possible, safe |
| | -Dingle Dangle | | | | -Mm mm went the | versions of familiar | water to drink, |
| | Scarecrow | Sing a song of | | | little green frog | rhymes | nutritious food to |
| | | Sixpence | | | | | eat. |

| Possible Books | Possible books to | -Rhyming | Bears | Farm/animal | Traditional Tales: | Different | |
|----------------|---------------------------|--------------------------------|-----------------------------|---------------------|--------------------|---------------------|--|
| | share for pleasure | books such as, | Polar Bear, Polar Bear | stories: | | places/environmen | |
| | as children settle | Oi Frog, Oi Dog, | What do you hear? | Farmer duck | The Three Little | ts: | |
| | into Nursery and | Oi cat, Oi | | | Pigs | Handa's Surprise- | |
| | get used to short | Duckbilled | Brown bear, Brown | Little Red Hen | | Eileen Browne | |
| | carpet sessions. | | Bear what do you see? | F aura and | Jack and the | | |
| | | platypus, Each | Wo're geing en e Deer | Farmyard | Beanstalk | We're going on a | |
| | | Peach, Pear, | We're going on a Bear | Hulabaloo | Little Red Riding | Lion Hunt-David | |
| | Elmer-David McKee | Plum. | Hunt | A squash and a | Hood | Axtell | |
| | (Friendships/being | | Goldilocks and the | squeeze | 1000 | We all went on | |
| | different and | Possible books to share for | Three Bears | 3446626 | The Ugly Duckling | safari (A counting | |
| | unique) | pleasure-linked | | The Pig in the Pond | | journey through | |
| | Owl Babies-Martin | to theme or | Bear in a square (2D | C C | Billy goats gruff | Tanzania)-Laurie | |
| | Waddell (Families) | time of year: | shapes) | Rosie's walk | | Krebs | |
| | wauuen (rannies) | Halloween: | | | The enormous | | |
| | The Tiger who | Room on the | Whatever Next-Jill | Non-Fiction- | turnip | Walking through | |
| | came to tea-Judith | | Murphy | Animals and their | | the jungle-Stella | |
| | Kerr | broom-Julia | | babies. | | Blackstone | |
| | (Families/Home) | Donaldson. | Peace at last-Jill Murphy | | | (Barefoot Singalong | |
| | (************************ | Divali: Lighting | Bears in the Bath | Celebration days: | - | book) | |
| | -Whiffy Wilson the | a lamp | Dears in the Dath | -Mr Wolf's | | | |
| | wolf who wouldn't | alamp | | pancakes (Pancake | | Monkey Puzzle | |
| | go to school. | Christmas: | Possible seasonal | day) | | (jungle) | |
| | | -Stick man | themed books: | uayy | | The singing | |
| | -Where's Spot-Eric | -The Nativity | Winter-Guess how | -Monkey Puzzle | | mermaid-Julia | |
| | Hill | story | much I love you in | (Mother's day) | | Donaldson | |
| | | , | Winter. | (| | (beach/ocean) | |
| | -Dear Zoo-Rod | -Autumn | | | | | |
| | Campbell | stories e.g | A loud Winter's nap. | | | Barry the fish with | |
| | | We're going on | | | | , Fingers-Sue | |
| | -Hug-Jez Alborough | a leaf hunt, the | Non-Fiction: Chinese | | | Hendra. | |
| | | very helpful | New Year story - | | | | |

| | hedgehog, The | Lanterns and | | | | |
|----------------------|-----------------|-----------------------|----------------------|---------------------|---------------------|---|
| | Golden Acorn. | firecrackers | | | | |
| | Golden Acorn. | IIIeciackers | | | | |
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| Possible | Autumn walk | -possible visit from | -Visit to the farm. | -Walk to pond to | -Celebration stay | |
| | around local | | | | | |
| visit/visitors/links | | Durham learning | Faster Charlend | look for signs of | and play. | |
| with home and | area. | Lunar/Chinese New | -Easter Stay and | seasonal changes. | | |
| experiences | | Year workshop. | play | | -Sponsored walk | |
| | -Visit from | | | -Tadpoles in school | | |
| | Santa | Teddy bear walk (far | -Easter egg hunt | | -The Great Get | |
| | | field or local area.) | within school | -Caterpillars in | together (Jo Cox)- | |
| | -Christmas stay | | grounds or far field | school | June-Family picnic. | |
| | and play | | | | | |
| | | | -Visit from people | -Chicken eggs in | | |
| | | | with different | school | | |
| | | | | | | 1 |
| | | | occupations-fire | | | |

| | | | | nurse, vet, Police Officer. | | |
|------|--|--|---|---|---|--|
| C&L | Beginning to learn to listen to others in different situations (1:1, small group) Beginning to understand how to listen carefully and why it is important. Beginning to understand and follow simple instructions. Beginning to use words and phrases to communicate needs. | -Beginning to learn to listen to others in different situations (1:1, small group) -Beginning to understand how to listen carefully and why it is important. -Beginning to understand and follow simple instructions. Beginning to use words and phrases to communicate | -Continues to learn to listen to others in different situations (1:1, small group and whole class) -Beginning to communicate using longer sentences. -Beginning to use words to tell others what I am doing when they join me in my play. | -Continuing to learn to listen to others in different situations (1:1, small group and whole class) -Beginning to communicate using longer sentences. -Beginning to use words to tell others what I am doing when they join me in my play. | Beginning to use words to solve problems with peers (e.g. when I am upset or when something has happened.) Beginning to use a wider range of vocabulary (linked to my experiences. | -Continuing to use words to solve problems with peers (e.g. when I am upset or when something has happened.) -Uses a wider range of vocabulary (linked to my experiences |
| PSED | -Separating from | needs. -Separating | -Continuing to | Continuing to | -Understands the | -Understands the |
| | parents/ carers. | from parents/ carers. | understand the need for sharing and | understand the need for sharing | need for sharing and shares with | need for sharing and shares with |
| | -Beginning to understand the need for sharing and beginning to | -Beginning to understand the need for | continuing to share with others (with support from adults.) | and continuing to share with others (with support from adults.) | others (sometimes still with support from adults.) | others (sometimes still with support from adults.) |

| share with oth | ers sharing and | -Continues to take turns | | -Takes turns (with | -Takes turns (with | |
|------------------|-----------------------|--------------------------|------------------------|----------------------|----------------------|--|
| (with support f | rom beginning to | (with support if needed) | -Continues to take | support if needed) | support if needed) | |
| adults.) | share with | | turns (with support | | | |
| | others (with | -Continues to be aware | if needed) | -Aware of different | -Aware of different | |
| Beginning to t | ake support from | of different feelings | | feelings (happy, | feelings (happy, | |
| turns (with sup | oort) adults.) | (happy, sad, angry.) | -Continues to be | sad, angry.) | sad, angry.) | |
| | | | aware of different | | | |
| Beginning to | | -Continuing to learn the | feelings (happy, | -Aware of the class | -Aware of the class | |
| aware of differ | | class rules and routines | sad, angry.) | rules and routines | rules and routines | |
| feelings (hap | | and can follow them | | and can follow | and can follow | |
| sad, angry. | | with support | -Continuing to learn | them. | them. | |
| | Beginning to be | | the class rules and | | | |
| -Beginning to | | -Beginning to play with | routines and can | -Plays with one or | -Plays with one or | |
| aware of the c | ass different | one or more other | follow them with | more other children | more other children | |
| rules and rout | 0 (117) | children and is | support | and listens to their | and listens to their | |
| and can follo | w sad, angry.) | beginning to listen to | | ideas. | ideas. | |
| them with sup | port | their ideas. | -Beginning to play | | | |
| | -Beginning to | | with one or more | -Knows that their | -Knows that their | |
| -Learning th | e be aware of the | -Beginning to know that | other children and | actions and the way | actions and the way | |
| names of the a | dults class rules and | their actions and the | is beginning to | they speak to | they speak to | |
| and children | in routines and | way they speak to | listen to their ideas. | others can upset or | others can upset or | |
| Nursery. | can follow | others can upset or hurt | | hurt their feelings. | hurt their feelings. | |
| | them with | their feelings. | -Beginning to know | | | |
| | support | -Beginning to know that | that their actions | -Knows that their | -Knows that their | |
| -Selecting and u | _ | their needs cannot | and the way they | needs cannot | needs cannot | |
| activities an | d -Learning the | always be met | speak to others can | always be met | always be met | |
| resources, wi | th names of the | immediately and that | upset or hurt their | immediately and | immediately and | |
| help when nee | ded adults and | they need to wait if an | feelings. | that they need to | that they need to | |
| | children in | adult is busy. | -Beginning to know | wait if an adult is | wait if an adult is | |
| | Nursery. | | that their needs | busy. | busy. | |
| | | -Beginning to learn how | cannot always be | | | |
| | -Selecting and | to be more resilient. | met immediately | | | |
| | using activities | | and that they need | | | |

| and resources, with help when | -Beginning to learn how to cope and resolve | to wait if an adult is busy. | -Continuing to learn how to be more | -Continuing to learn how to be more | |
|-------------------------------|---|---|--|--|--|
| needed | problems. | -Beginning to learn | resilient. | resilient. | |
| | | how to be more resilient. | -Continuing to learn how to cope and resolve problems. | -Continuing to learn how to cope and resolve problems. | |
| | | -Beginning to learn how to cope and resolve problems. | | ' | |
| | | | | | |

| PD and | -Learning to take | -Learning to | Continuing to take | -Continuing to take | Takes shoes off | -Takes shoes off | |
|--------------|--------------------|-----------------|-------------------------|--------------------------|----------------------------------|--|--|
| independence | shoes off. | take shoes off. | shoes off. | shoes off. | independently. | independently. | |
| | | | | | | | |
| | -Beginning to put | Beginning to | -Continuing to put own | -Continuing to put | Puts own wellies on | Puts own wellies | |
| | own wellies on. | put own wellies | wellies on. | own wellies on. | independently. | on independently. | |
| | | on. | _ | | | | |
| | -Learning to put | | -Beginning/continuing | | -Put shoes on | -Puts shoes on | |
| | shoes on. | -Learning to | to put shoes on. | Beginning/continui | independently. | independently. | |
| | | put shoes on. | | ng to put shoes on. | | | |
| | Beginning to take | | -Beginning to take coat | | -Take coats off | -Take coats off | |
| | coat off. | -Beginning to | off. | -Beginning to take | independently. | independently. | |
| | | take coat off. | | coat off. | | D. I. and the | |
| | -Learning to put | | -Beginning/continuing | | -Puts coat on | -Puts coat on | |
| | coat on. | -Learning to | to put coat on. | - Decimaina (continui | independently. | independently. | |
| | Deginning to bong | put coat on. | Designing (continuing | Beginning/continui | Llangs soat up | Llange east up | |
| | -Beginning to hang | -Beginning to | -Beginning/continuing | ng to put coat on. | -Hangs coat up independently. | Hangs coat up independently. | |
| | coat up. | hang coat up. | to hang coat up. | | independently. | independentiy. | |
| | | hang coat up. | -Beginning/continuing | - Beginning/continui | -Puts on/takes off | -Puts on/takes off | |
| | -Beginning to put | -Beginning to | to put on/take off | ng to hang coat up. | waterproof | waterproof | |
| | on/take off | put on/take off | waterproof trousers. | ng to hang coat up. | trousers | trousers | |
| | waterproof | waterproof | | _ | independently. | independently. | |
| | trousers. | trousers. | Beginning/continuing | Beginning/continui | independentiy. | independentiy. | |
| | | | to go to the toilet | ng to put on/take | -Goes to the toilet | Goes to the toilet | |
| | | - | independently. | off waterproof | independently. | independently. | |
| | - | Beginning/cont | , , | trousers. | . , | | |
| | Beginning/continui | inuing to go to | Beginning/continuing to | | -Washes hands | -Washes hands | |
| | ng to go to the | the toilet | wash hands using soap | - | using soap and by | using soap and by | |
| | toilet | independently. | and by rubbing my | Beginning/continui | rubbing my hands | rubbing my hands | |
| | independently. | | hands together. | ng to go to the | together. | together | |
| | | -Learning to | | toilet | | | |
| | -Learning to wash | wash hands | -Continues to develop | independently. | | -Uses hands/tools | |
| | hands using soap | using soap and | manipulation, control | | | to manipulate | |
| | | | | | | | |

| and by rubbing my | by rubbing my | and fine motor skills | _ | -Uses hands/tools | playdough (rolling a | |
|----------------------|-----------------|-------------------------|----------------------|----------------------|----------------------|--|
| hands together. | hands | (during free play by | Beginning/continui | to manipulate | ball, splatting it, | |
| nands together. | together. | holding tools and using | ng to wash hands | playdough (rolling a | using a rolling pin | |
| -Develops | together. | scissors, using | using soap and by | ball, splatting it, | to flatten, making a | |
| manipulation and | -Develops | playdough etc.) | rubbing my hands | using a rolling pin | sausage, squeezing | |
| control and fine | manipulation | playdough etc.) | together. | to flatten, making a | it, pinching it)- | |
| motor skills (during | and control and | -Continues to explore | -Continues to | sausage, squeezing | during structured | |
| free play by holding | fine motor | different materials and | develop | it, pinching it)- | dough disco. | |
| tools and using | skills (during | tools-scissors, | manipulation, | during structured | uougii uisco. | |
| | | | control and fine | - | | |
| scissors, using | free play by | paintbrushes, mark- | | dough disco. | | |
| playdough etc.) | holding tools | making tools etc | motor skills (during | | -Uses scissors to | |
| Fundamental:ffement | and using | | free play by holding | -Uses scissors to | make snips in paper | |
| -Explores different | scissors, using | -Continues to develop | tools and using | make snips in paper | or cut along lines. | |
| materials and tools- | playdough etc.) | large-muscle | scissors, using | or cut along lines. | | |
| scissors, | | movements (gross | playdough etc.) | | -Makes whole body | |
| paintbrushes, mark- | -Explore | motor skills) by waving | | -Makes whole body | (gross motor) | |
| making tools etc | different | flags and streamers, | -Continues to | (gross motor) | movements: | |
| | materials and | painting, making large | explore different | movements: | Up and down | |
| -Develops large- | tools-scissors, | marks and by climbing | materials and tools- | Up and down | Side to Side | |
| muscle movements | paintbrushes, | up apparatus, outdoors. | scissors, | Side to Side | Cross it over | |
| (gross motor skills) | mark-making | | paintbrushes, mark- | Cross it over | Circles and spirals | |
| by waving flags and | tools etc | -Continues to move in a | making tools etc | Circles and spirals | Humps and under | |
| streamers, painting, | | range of ways (during | | Humps and under | humps. | |
| making large marks | -Develops | free play.) | -Continues to | humps. | | |
| and by climbing up | large-muscle | | develop large- | | -Moves in different | |
| apparatus, | movements | -Beginning to hold a | muscle movements | -Moves in different | ways (running, | |
| outdoors. | (gross motor | pencil correctly | (gross motor skills) | ways (running, | jumping, crawling, | |
| | skills) by | between my thumb and | by waving flags and | jumping, crawling, | rolling, | |
| -Begins to move in | waving flags | 2 fingers. | streamers, painting, | rolling, | walking) during | |
| a range of ways | and streamers, | | making large marks | walking) during | structured sessions- | |
| (running, jumping, | painting, | | and by climbing up | structured sessions- | P.E. | |
| crawling, rolling, | making large | | apparatus, | P.E. | | |
| J. J. | marks and by | | outdoors. | | | |
| | , | | | | | |

| walking), during | climbing up | | | -Holds a pencil | |
|------------------|---------------|----------------------|---------------------|---------------------|--|
| free play.) | apparatus, | -Continues to move | -Holds a pencil | correctly between | |
| | outdoors. | in a range of ways | correctly between | my thumb and 2 | |
| | | (during free play.) | my thumb and 2 | fingers. | |
| | -Begins to | | fingers. | - | |
| | move in a | -Beginning to hold a | | -Climbs up small | |
| | range of ways | pencil correctly | -Climbs up small | steps or climbing | |
| | (running, | between my thumb | steps or climbing | equipment using | |
| | jumping, | and 2 fingers. | equipment using | alternate feet. | |
| | crawling, | | alternate feet. | | |
| | rolling, | | | | |
| | walking), | | | -Makes marks | |
| | during free | | -Makes marks | (paper, whiteboard, | |
| | play.) | | (paper, whiteboard, | playground.) | |
| | | | playground.) | | |
| | | | | -Rides a two | |
| | | | -Rides a two | wheeled balance | |
| | | | wheeled balance | bike. | |
| | | | bike. | | |
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| Literacy-Beginning to be interested in the pictures in books-Is interested in the pictures in books and can talk about-Beginning to recognise the initial sound in their nameRecognises the initial sound in their nameBeginning to talk about the different parts of a book (title, author, blurb, illustrator.)-Talks about the different parts of a book (title, author, blurb, illustrator.)-Beginning to join in with parts of a nursery rhymeJoins in with parts of a nursery rhymeBeginning to sit, listen to and join in with stories and rhymes, one to one and in small or large groupCan sit, listen to stories and rhymes, one to one and in small or large groups-Beginning to recognise their-Can recognise their nameBeginning to parts of a nursery rhymeCan recognise familiar logos, from their-Can recognise familiar logos, from their-Can recognise familiar logos, from their-Can recognise familiar logos, large groupBeginning to large stories and rhymes, one to one and in small or large groups-Beginning to recognise their-Can recognise their name. | |
|--|--|
| pictures in books and can talk about them.books and can talk about them.name.name.parts of a book (title, author, blurb, illustrator.)book (title, author, blurb, illustrator.)-Beginning to join in with parts of a nursery rhymeJoins in with parts of a nursery rhymeBeginning to recite a full nursery rhymeRecite a full nursery rhymeBeginning to talk about the characters and events in storiesTalks about the characters and events in storiesBeginning to recognise familiar logos, from their-Can recognise from their-Can recognise from their-Can recognise from their-Can recognise from theirCan recognise their name. | |
| and can talk about them.talk about them.talk about themBeginning to recite a full nursery rhymeRecite a full nursery rhyme.(title, author, blurb, illustrator.)blurb, illustrator.)-Beginning to join in with parts of a nursery rhymeJoins in with parts of a nursery rhymeJoins in with parts of a nursery rhymeBeginning to sit, listen to and join in with stories and rhymes, one to one and in small or large groupCan sit, listen to and join in with stories and rhymes, one to one and in small or large groups-Talks about the characters and events in storiesBeginning to recognise familiar logos, from their-Can recognise from their-Can recognise from their-Can recognise large groupBeginning to recognise their name.Can recognise their name. | |
| them.themBeginning to recite a full nursery rhymeRecite a full nursery rhyme.illustrator.)-Beginning to join in with parts of a nursery rhymeJoins in with parts of a nursery rhymeJoins in with parts of a nursery rhymeBeginning to sit, listen to and join in with stories and rhymes, one to one and in small or large groupCan sit, listen to and join in with stories and rhymes, one to one and in small or large groups-Talks about the characters and events in storiesBeginning to recognise familiar logos, from their-Can recognise from their-Can recognise from their-Can groupBeginning to recognise familiar groupsCan recognise their name. | |
| -Beginning to join in with parts of a nursery rhyme. -Beginning to nursery rhyme. -Beginning to join in with parts of a nursery rhyme. -Beginning to -Beginning to recognise familiar logos, from their -Beginning to recognise familiar | |
| -Beginning to join in with parts of a nursery rhymeJoins in with parts of a nursery rhymeJoins in with parts of a nursery rhymeBeginning to sit, listen to and join in with stories and rhymes, one to one and in small or large groupCan sit, listen to and join in with stories and rhymes, one to one and in small or large groups-Beginning to talk about the characters and events in storiesTalks about the characters and events in storiesBeginning to recognise familiar logos, from their-Can recognise familiar logos, from their-Can recognise familiar logos, from their-Date recognise familiar from their-Date recognise familiar from their-Date recognise familiar from their-Date recognise familiar from their-Date recognise familiar from their-Date recognise familiar from their-Date recognise familiar | |
| with parts of a nursery rhyme.parts of a nursery rhymeBeginning to sit, listen to and join in with stories and rhymes, one-Can sit, listen to and join in with stories and rhymes,about the characters and events in storiesBeginning to recognise familiar logos, from their-Can recognise familiar logos, from their-Can recognise large groupCan sit, listen to and join in with stories and rhymes,-Can sit, listen to and join in with one to one and in small or small or large groups-Can recognise their name. | |
| nursery rhyme.nursery rhyme.to and join in with stories and rhymes, one to one and in small or large group.and join in with stories and rhymes, one to one and in small or large groupscharacters and events in stories.events in storiesBeginning to recognise familiar logos, from their-Can recognise familiar logos, from theirto one and in small or large group.one to one and in small or large groups-Beginning to recognise theirCan recognise their name. | |
| -Beginning to recognise familiar logos, from their -Beginning to recognise familiar -Can recognise familiar logos, from their -Can recognise familiar logos, from their | |
| -Beginning to recognise familiar logos, from their-Can recognise familiar logos, from theirto one and in small or large group.one to one and in small or large groups-Beginning to Can recognise their-Beginning to recognise their-Gan recognise from their-Beginning to name.Can recognise their name. | |
| recognise familiar logos, from theirfamiliar logos, from theirlarge group.small or large groups-Beginning to recognise theirCan recognise their name. | |
| logos, from their from their groups recognise their name. | |
| logos, from their from their groups recognise their name. | |
| | |
| experiences (e.g., experiences name. | |
| Tesco, Aldi, (e.g. Tesco, - Letters and sounds- | |
| McDonalds, TV Aldi, phase 1 Letters and -Beginning to know has meaning. | |
| programs. McDonalds, TV sounds-phase 1. that print has | |
| programs) -Beginning to develop meaningKnows that in | |
| -Enjoys rhyming their phonological - English text is read | |
| and rhythmic Letters and awareness, so that they Beginning/continui - Beginning to know from left to right | |
| | |
| | |
| | |
| - Letters and awareness, so that right and from top | |
| sounds-phase 1 Begin to write some or they can: - spot and to bottom -Talks about a story | |
| Beginning/Cont all of their name. suggest rhymes I have heard, telling | |
| -Beginning to make an adult what | |
| marks (on paper, marks (on -Begin to write -Beginning to talk happened and what | |
| ground, large paper, ground, -Continues to some or all of their about a story they I liked. | |
| whiteboard etc) large experiment with mark name. have heard, telling | |
| whiteboard etc making tools and is an adult what | |
| beginning to give -Continues to happened and what -Counts or claps the | |
| meaning to marks. experiment with they liked. syllables in words. | |
| mark making tools | |

| | | | -Begins to use a | and give meaning | -Beginning to | -Gives meaning to | |
|-------------|-------------------|-----------------|-----------------------|--------------------|---------------------|---------------------|--|
| | | | dominant hand when | to our marks. | count or clap the | the marks they | |
| | | | mark-making | -Begin/continue to | syllables in words. | make. | |
| | | | | use a dominant | -, | | |
| | | | | hand when mark- | -Continues to give | | |
| | | | | making. | meaning to the | - Letters and | |
| | | | | C C | marks they make. | sounds-phase 1. | |
| | | | | | | | |
| | | | | | - Letters and | -Engage in | |
| | | | | | sounds-phase 1. | extended | |
| | | | | | | conversations | |
| | | | | | -Writes some or all | about stories, | |
| | | | | | of their name. | learning new | |
| | | | | | | vocabulary. | |
| | | | | | | | |
| | | | | | | -Writes some or all | |
| | | | | | | of their name. | |
| | | | | | | | |
| | | | | | | -Develop their | |
| | | | | | | phonological | |
| | | | | | | awareness so that | |
| | | | | | | they can recognise | |
| | | | | | | words with the | |
| | | | | | | same initial sound, | |
| | | | | | | such as money and | |
| | | | N 1 | | | mother | |
| Mathematics | Numbers: | Numbers: | Numbers: | Numbers: | Numbers: | Numbers: | |
| | -Listens to and | -Listens to and | -Rote counts 1-5 (may | -Rote counts 1-5 | -Rote counts 1-10 | -Rote counts 1-10 | |
| | begins to join in | begins to join | go beyond) | (may go beyond) | Dopresente | Doprocento | |
| | with number songs | in with number | Donroconto omovinto | Doproconto | -Represents | -Represents | |
| | and rhymes | songs and | -Represents amounts | -Represents | amounts using | amounts using | |
| | | rhymes | using fingers (0-3) | amounts using | fingers (0-5) | fingers (0-5) | |
| | | | | fingers (0-3) | | | |

| | | | | | 1 | |
|-----------------------|------------------|---------------------------|------------------------|------------------------|------------------------|--|
| -Says some number | -Says some | -Counts objects by | | -Begins to count on | -Begins to count on | |
| names | number names | pointing to each one | -Counts objects by | their fingers (1- 5) | their fingers (1-5) | |
| | | and saying a number | pointing to each | | | |
| -Begins to imitate | -Begins to | name (up to 3) | one and saying a | -Recognises some | -Recognises some | |
| counting | imitate | | number name (up | numerals of | numerals of | |
| behaviours e.g. | counting | -Takes or gives 1, 2 or 3 | to 3) | significance. | significance. | |
| saying sequences of | behaviours e.g. | objects from a group. | | | | |
| numbers (not | saying | | -Takes or gives 1, 2 | -Can subitise to 3 | -Can subitise to 3 | |
| necessarily in the | sequences of | -Begins to compare and | or 3 objects from a | | | |
| correct order), | numbers (not | recognise changes in | group. | -Counts objects by | -Counts objects by | |
| pointing to objects | necessarily in | numbers of things using | | pointing to each | pointing to each | |
| and making | the correct | words like more, lots, | -Begins to compare | one and saying a | one and saying a | |
| sounds/ imitating | order), pointing | same. | and recognise | number name (up | number name (up | |
| counting. | to objects and | | changes in numbers | to 5) | to 5) | |
| | making | -Begins to understand | of things using | | | |
| Shape, space and | sounds/ | that the last number | words like more, | -Accurately | -Accurately | |
| measures: | imitating | reached when counting | lots, same. | identifies changes | identifies changes | |
| -Fill and empties | counting. | a small set of objects | | in number of things | in number of things | |
| containers | | tells you how many | -Begins to | using words like | using words like | |
| | Shape, space | there are in total | understand that the | more, lots, same. | more, lots, same. | |
| -Investigates fitting | and measures: | ('cardinal principle') | last number | | | |
| themselves inside | -Fill and | | reached when | -Knows that the last | -Knows that the last | |
| and moving | empties | Shape, space and | counting a small set | number reached | number reached | |
| through spaces | containers | Measures | of objects tells you | when counting a | when counting a | |
| | | -Begins to select a | how many there | small set of objects | small set of objects | |
| -Pushes objects | -Investigates | shape for a specific | are in total | tells you how many | tells you how many | |
| through different | fitting | space | ('cardinal principle') | there are in total | there are in total | |
| shaped holes, and | themselves | | | ('cardinal principle') | ('cardinal principle') | |
| attempts to fit | inside and | -Enjoys using blocks to | Shape, space and | | | |
| shapes into spaces | moving | create their own simple | Measures | Shape, space and | Shape, space and | |
| on inset boards or | through spaces | structures and | -Begins to select a | Measures | Measures | |
| puzzles | | arrangements | shape for a specific | -Identifies and | -Identifies and | |
| | | _ | space | names some 2D | names some 2D | |
| | | | · · | | I | |

| Pattern: | -Pushes objects | -Shows an interest in | | shapes (circle, | shapes (circle, |] |
|-------------------|-----------------|--------------------------|-----------------------|-----------------------|-----------------------|---|
| -Begins to become | through | size and weight | -Enjoys using blocks | square, triangle, | square, triangle, | |
| familiar with | different | 0 | to create their own | rectangle | rectangle | |
| patterns in daily | shaped holes, | -Explores capacity by | simple structures | 0 | 5 | |
| routines | and attempts | selecting, filling and | and arrangements | -Moves their bodies | -Moves their bodies | |
| | to fit shapes | emptying containers, | | and toys around | and toys around | |
| | into spaces on | e.g. fitting toys in a | -Shows an interest | objects and | objects and | |
| | inset boards or | pram | in size and weight | explores fitting into | explores fitting into | |
| | puzzles | | | spaces | spaces | |
| | | -Begins to understand | -Explores capacity | | | |
| | Pattern: | that things might | by selecting, filling | -Begins to | -Begins to | |
| | -Begins to | happen now or at | and emptying | remember their | remember their | |
| | become | another time, in | containers, e.g. | way around familiar | way around familiar | |
| | familiar with | routines | fitting toys in a | environments | environments | |
| | patterns in | | pram | | | |
| | daily routines | | | -Responds to some | -Responds to some | |
| | | Pattern: | -Begins to | spatial and | spatial and | |
| | | -Joins in with and | understand that | positional language | positional language | |
| | | predicts what comes | things might | | | |
| | | next in a story or rhyme | happen now or at | -Explores how | -Explores how | |
| | | | another time, in | things look from | things look from | |
| | | -Begins to arrange | routines | different | different | |
| | | items in their own | | viewpoints | viewpoints | |
| | | patterns, e.g. lining up | | including things | including things | |
| | | toys | Pattern: | that are near or far | that are near or far | |
| | | | -Joins in with and | away | away | |
| | | | predicts what | | | |
| | | | comes next in a | -Recognises that wo | -Recognises that wo | |
| | | | story or rhyme | objects have the | objects have the | |
| | | | | same shape | same shape | |
| | | | -Begins to arrange | | | |
| | | | items in their own | -Makes simple | -Makes simple | |
| | | | | constructions | constructions | |

| | | | | patterns, e.g. lining | | | |
|---------------|----------------------|-----------------|--------------------------|-----------------------|----------------------|----------------------|--|
| | | | | up toys | -Explores | -Explores | |
| | | | | - / - | differences in size, | differences in size, | |
| | | | | | length, weight and | length, weight and | |
| | | | | | capacity | capacity | |
| | | | | | . , | . , | |
| | | | | | -Begins to | -Begins to | |
| | | | | | understand some | understand some | |
| | | | | | talk about | talk about | |
| | | | | | immediate past and | immediate past and | |
| | | | | | future | future | |
| | | | | | | | |
| | | | | | -Begins to | -Begins to | |
| | | | | | anticipate times of | anticipate times of | |
| | | | | | the day such as | the day such as | |
| | | | | | mealtimes or home | mealtimes or home | |
| | | | | | time | time | |
| | | | | | Pattern: | Pattern: | |
| | | | | | -Begins to | -Begins to | |
| | | | | | anticipate repeated | anticipate repeated | |
| | | | | | sound and action | sound and action | |
| | | | | | patterns | patterns | |
| | | | | | | | |
| | | | | | -Is interested in | -Is interested in | |
| | | | | | what happens next | what happens next | |
| | | | | | using the pattern of | using the pattern of | |
| | | | | | everyday routines | everyday routines | |
| | | | | | | | |
| Understanding | -Harvest time in the | -Explore how | -Use all their senses in | -Talk about what | Talk about the | -Talk about the | |
| the World | UK-Dingle Dangle | things work | hands-on exploration | they see, using a | differences | differences | |
| | Scarecrow song. | (Light, Forces, | of natural materials | wide vocabulary | between materials | between materials | |
| | Exploring Harvest | | | | and changes they | and changes they | |

| food | Is using our Electricity | , (Animals including | -Show interest in | notice (Materials, | notice (e.g. | |
|---------|---------------------------|-----------------------------|----------------------|-----------------------|----------------------|--|
| | s (pumpkins, Sound) | humans.) | different | including changing | cooking, melting) | |
| | arrots.) Lights at | | occupations- | materials.) | 0, 0, | |
| | , different tin | - | Children to take | | -Continue | |
| -Usin | g our senses of the yea | | photos of others | Understand the | developing positive | |
| to ex | plore during Bonfire, Diw | ali- trees, colder weather, | dressed as real-life | key features of a | attitudes about the | |
| messy | play, making links to how | do darker/shorter days, | Superhero (what | life cycle of a plant | differences | |
| play | dough and we get light | in fewer animals etc.) | they would like to | and an animal | between people | |
| cooki | ng activities. the | | be when they grow | (Plants, Seasonal | | |
| Descri | bing the feel, class/hous | eBegin to understand | up-links Computing | change.) Learning | -Know that there | |
| differe | ent textures, How do th | e the need to respect and | | about lifecycles | are different | |
| how | things have lights work | ? care for the natural | | (Butterfly, hen, | countries in the | |
| с | hanged. | environment and all | | frog, seed/plant) | world and talk | |
| -Noti | ces detailed -Use all the | eir living things. (Plants) | | through books, | about the | |
| featur | es of objects senses in | Making bird feeders. | | songs and rhymes. | differences they | |
| i | in their hands-or | 1 | | Using fiction and | have experienced | |
| envir | onment and exploration | of -Explore how things | | non-fiction books | or seen in photos. | |
| how | things work natural | work (Light, Forces, | | when reading for | | |
| | e.g. the materials | Electricity.) | | pleasure e.g. (The | -Explore and talk | |
| compu | uter/whitebo (Animals | Traditional tales-Which | | Hungry caterpillar, | about different | |
| | ard. including | little Pig built the | | A seed in need, | forces they can feel | |
| | humans. | strongest house? | | Jasper's beanstalk, | (e.g. magnetism, | |
| | Seasonal wa | Ik- Investigating forces on | | Tadpoles Promise.) | how water pushes | |
| | Autumn. | the houses. | | of a butterfly. | up when they try to | |
| | Looking fo | r | | Observing and | push a plastic boat | |
| | changes in t | he -Talk about the | | looking after | under it. | |
| | environme | nt differences in materials | | Tadpoles and | | |
| | (Autumn lea | ves and changes they | | caterpillars. | | |
| | changing | notice (Light, forces) | | Photos to be taken | | |
| | colour an | | | to document the | | |
| | falling from | - | | different stages of | | |
| | trees.) Wh | | | lifecycles-links | | |
| | animals do | in feel (forces) | | Computing | | |

| 1 | | | 1 |
|-----------------|--------------------------|----------------------|---|
| Autumn to | | Begin to | |
| prepare for the | -Use all their senses in | understand the | |
| cold Winter | hands-on exploration | need to respect | |
| ahead, | of natural materials | and care for the | |
| gathering food, | (Materials, including | natural | |
| hibernating | changing materials.) | environment and | |
| (squirrels, | | all living things. | |
| hedgehogs.) | -Explore collections of | (Plants) Plants | |
| | materials with similar | seeds and care for | |
| -Use all their | and/or different | growing plants | |
| senses in hands | properties (Materials, | (Plants.) | |
| on exploration | including changing | Planting a seed and | |
| of natural | materials.) | caring for it. | |
| materials, | Investigating different | Discussing what is | |
| through messy | materials and | needs, how to look | |
| play, exploring | describing them (soft, | after it and looking | |
| textures and by | hard, fluffy etc.) | at the changes over | |
| cooking. | Grouping the materials | time. | |
| | according to whether | | |
| | they feel the | Regular cooking to | |
| | same/different. Finding | explore how things | |
| | a waterproof material | change as they are | |
| | for the Postman's bag. | mixed or cooked. | |
| | What happens when | | |
| | the bag got wet? Which | | |
| | material is best for the | -Talk about the | |
| | bag when it is raining? | differences | |
| | Making a new bed/chair | between materials | |
| | for Goldilocks or Baby | and changes they | |
| | Bear-which material | notice (e.g. | |
| | would be best? | cooking, melting) | |
| | | | |
| | | | |
| | | | |

| | | | Regular cooking to | | -Begin to | |
|-------------------------|------------------------------------|-----------------|---------------------------|-----------------------|-----------------------|------------------------------------|
| | | | explore how things | | understand the | |
| | | | | | | |
| | | | change as they are | | need to respect and | |
| | | | mixed or cooked. | | care for the natural | |
| | | | | | environment and | |
| | | | Healthy routines | | all living things e.g | |
| | | | | | conserving water | |
| | | | | | Evalore and tall | |
| | | | | | -Explore and talk | |
| | | | | | about different | |
| | | | | | forces they can feel | |
| | | | | | (e.g. magnetism, | |
| | | | | | how water pushes | |
| | | | | | up when they try to | |
| | | | | | push a plastic boat | |
| | | | | | under it. | |
| RE/Understanding | Let's find out | -Let's find out | -Let's find out about the | -Let's find out | -Let's find out | Let's find out |
| the World | about Harvest and | about the | Bible | about Easter | about Christian | about Raksha |
| | Divali | Christmas Story | | | Baptism | Bandhan |
| | | | | | | |
| Expressive Arts | -Begins to move to | - | -Begins to take part in | -Begins/continues | -Begins to draws a | -Draws a picture |
| and Design | music and songs. | Bgins/continue | role-play activities | to take part in role- | picture using | using increasing |
| | | s to move to | based on my own | play activities based | increasing | complexity and |
| | | music and | experiences e.g. making | on my own | complexity and | detail e.g. a face |
| | -Explores different | songs. | dinner, going to the | experiences e.g. | detail e.g. a face | with features |
| | sounds using | | shops, feeding the | making dinner, | with features. | |
| | musical | -Continues to | baby. | going to the shops, | | - Names 10 colours |
| | instruments. | explore | | feeding the baby. | | (red, yellow, blue, |
| | | different | -Explores sounds using | | -Names 10 colours | green, orange, |
| | -Begins to learn | sounds using | musical instruments | -Continues to | (red, yellow, blue, | black, white, pink, |
| | new songs and | musical | and is beginning to | explore sounds | green, orange, | brown and purple.) |
| | rhymes and is | instruments. | change how they are | using musical | black, white, pink, | |
| | | | | instruments and is | brown and purple.) | |
| | | | | moti unicitto anu is | si si ana parpie.) | |

| beginn | ing to join in -Co | ontinues to play | /ed (fast, slow, loud, | beginning/continui | | -Moves to music | |
|---------|--------------------|------------------|------------------------|----------------------|----------------------|-----------------------|--|
| | | earn new | quiet.) | ng to change how | -Moves to music | and songs. | |
| | | ongs and -Co | ontinuing to use ad | they are played | and songs. | -Sings some familiar | |
| -Explor | | • | explore different | (fast, slow, loud, | 0 | songs. | |
| | - | | edium e.g. pastels, | quiet.) | -Sings some familiar | 5 | |
| | joi | | int, crayons, chalk, | | songs. | -Explores sounds | |
| Sensor | ry-exploring fam | niliar ones. | whiteboard pens | -Exploring textures | - | using musical | |
| colou | rs and how | | | and patterns | -Exploring sounds | instruments and | |
| they a | re mixed or -E | Exploring | -Finger painting | through the | using musical | can change how | |
| chan | nged using d | different | | technique of | instruments and | they are played | |
| sense | es e.g. using n | medium -Prii | nting using different | rubbings (outdoors- | can change how | (fast, slow, loud, | |
| powd | ler paint or | ot | ojects e.g. wooden | walls, buildings, | they are played | quiet.) | |
| food o | colouring in -Usir | ng different | blocks, fruit | shells.) | (fast, slow, loud, | | |
| shav | - | niques/skill | | | quiet.) | -Colour mixing- to | |
| | | - | ing block paints and | -Continues to | | create secondary | |
| | • | inting and | water. | create simple | -Exploring colour | colours. | |
| | | w painting- | | drawings using lines | mixing- to create | | |
| | | | gins to create simple | to enclose a space | secondary colours. | -Using split pins to | |
| | . – | - | awing using lines to | e.g. for a face, or | | create a simple | |
| Links B | Bonfire night | | lose a space e.g. for | for a house or | | moving figure e.g | |
| | | - | ace, or for a house | flower/animal. | | story character or | |
| | | | ks traditional tales.) | | | animal | |
| | | plore and | | | | | |
| | | | Exploring textures | | | -Exploring types of | |
| | | | ing our senses-e.g., | | | colours e.g. | |
| | | | ells, stones, lentils, | - | | warm/hot colours | |
| | | essing adult | pasta, rice. | | | or cold colours and | |
| | | cused art | | | | creating a picture | |
| | activ | vities linked | | | | (fire or sunset) | |
| | | to | | | | Observations | |
| | | sons/celebr | | | | -Observational | |
| | | tions e.g. | | | | drawings of real-life | |
| | F | irework | | | | | |

| | | pictures, Poppy pictures, Pudsey Bear Bandannas, Christmas cards, calendars & crafts | | | | objects e.g. flowers, chicks. Modelling-creating and joining materials to create models or to express their ideas e.g., using boxes, | |
|--|--|---|---|--|--|---|--|
| | | Christmas Songs & Dance | | | | cellotape, string etc | |
| | | | | | | -lcing sugar painting/dribbling over page. | |
| PSED/RSE | -Topic-Me and My Relationships: | Topic-Valuing Difference: | -Topic-Keeping Myself Safe: | -Topic-Rights and Respect: Looking | -Topic-Being My Best: Keeping by | -Topic-Growing and Changing: | |
| Coram life education SCARF lessons | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Keeping my body safe Safe secrets and touches People who help to keep us safe | after things: friends, environment, money | body healthy – food, exercise, sleep Growth Mindset | Cycles Life stages | |
| | | | | | | | |