

<p><b>2-3 yrs cohort Themes</b> Cornerstones <b>Core Book Focus 2025-2026</b></p>	<p><b>Autumn 1 Me and My Community Exploring Autumn</b></p> <ul style="list-style-type: none"> <li>· My fantastic mum</li> <li>· Five minutes peace</li> <li>· Monkey puzzle</li> <li>· The bumble bear</li> <li>· The growing story</li> <li>· Pumkin soup</li> <li>· The Gruffalo</li> </ul>	<p><b>Autumn 2 Once Upon a Time Sparkle and Shine</b></p> <ul style="list-style-type: none"> <li>· Goldilocks and the three bears</li> <li>· Little red riding hood</li> <li>· The princess and the pea</li> <li>· Little red and the very hungry lion</li> <li>· Little glow</li> <li>· The Christmas story</li> </ul>	<p><b>Spring 1 Starry Night Winter Wonderland</b></p> <ul style="list-style-type: none"> <li>· Peace at last</li> <li>· Whatever next</li> <li>· How to catch a star</li> <li>· Owl babies</li> <li>· The Gruffalos child</li> <li>· The polar bear &amp; snow cloud</li> <li>· The big freeze</li> <li>· The snowman</li> </ul>	<p><b>Spring 2 Dangerous Dinosaurs Puddles and rainbows</b></p> <ul style="list-style-type: none"> <li>· Cave baby</li> <li>· Dex's big book</li> <li>· Sleepy snorey dino</li> <li>· The dance of dinosaurs</li> <li>· Going on a bear hunt</li> <li>· Puddling</li> </ul>	<p><b>Summer 1 Sunshine and Sunflowers Shadows and Reflections</b></p> <ul style="list-style-type: none"> <li>· Shark in the park</li> <li>· The hungry caterpillar</li> <li>· The tiny seed</li> <li>· Through the magic mirror</li> </ul>	<p><b>Summer 2 Big Wide World Splash!</b></p> <ul style="list-style-type: none"> <li>· All are welcome</li> <li>· Baby goes to market</li> <li>· Handas surprise</li> <li>· Commotion in the ocean</li> <li>· What makes me, me</li> </ul>	<p><b>End of Year Target 3 years</b></p>
<p><b>Physical Development Gross Motor</b></p>							
<p><b>Throwing, Catching and Rolling, Kicking</b></p>	<p>Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls.</p>	<p>Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls - Use these first.</p>	<p>Roll balls and equipment over and around body without dropping Use foot to tap a large static ball</p>	<p><b>Birth-Three</b></p> <ul style="list-style-type: none"> <li>· Enjoy moving when outdoors and inside.</li> <li>· Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>· Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>· Enjoy starting to kick, throw and catch balls.</li> <li>· Build independency with a range of appropriate resources.</li> <li>· Begin to walk independently- choosing appropriate props to support at first.</li> <li>· Walk, run, jump and climb- and start to use the stairs independently.</li> <li>· Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>· Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>			
<p><b>Running, Jogging and skip</b></p>	<p>Jog with knees up on the spot.</p>						
<p><b>Gymnastics – Travelling at different levels – Balancing</b></p>	<p>Explore sliding, crawling and crawling along low gymnastic equipment such as benches.</p>	<p>Explore sliding, crawling, walking, running, jumping and skipping on the floor. Keep still and hold a frozen shape whilst standing with two feet on the floor.</p>	<p>Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.</p>				
<p><b>Dancing- Movement, Interpretation</b></p>	<p>I can move to music..</p>	<p>I can begin to watch the dances of others for short periods of time</p>					
<p><b>Bat and striking</b></p>			<p>Hold a bat or racquet correctly.</p>				
<p><b>Jumping and landing Skipping with a rope</b></p>	<p>Bend knees. Bob up and down and keep my balance on the spot..</p>	<p>Jump on the balls of your feet onto targets</p>					
<p>How they will learn</p>	<p>Healthy bodies and social and emotional well-being Welly walk- climbing trees, hanging from arms Building stamina to climb apparatus on the Trim trail and run around the mile track Using various apparatus and tools. Throwing and catching Welly walk Forest School</p>	<p>Under arm throwing a large ball to a friend safely and accurately. Growing and developing core strength, stability, balance, spatial awareness, co-ordination and agility Explore a range of movement skills on apparatus and floor, including travelling, jumping and landing, rolling, climbing, transferring Healthy bodies and social and emotional well-being weight, balancing; explore, practise and improve body management skills;</p>	<p>Healthy bodies and social and emotional well-being Transporting materials around the outside space Forest School Access to bats and balls in continuous provision with adult support</p> <p>Healthy bodies and social and emotional well-being Building stamina to climb apparatus on the Trim trail and run around the mile track Access to skipping ropes Encouraged to jump in songs e.g. 5 speckled frogs Forest School</p>				

Physical Development Fine Motor			
<b>STAGE 1- Core strength and posture</b>	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.	
<b>Writing symbols. 8 figures of Visual Motor Integration)(VMI)</b>	I can record a straight vertical line.(2 years)  	I can record a horizontal straight line. (2 ½ years)  —	.
<b>STAGE 2- 2) NAME</b>	make an attempt at my name		form some letters in my name
<b>3) LETTER FORMATION-</b>	Correctly form <b>some</b> letters from Set 1 and name.		
How they will learn it	Continuous Provision Pencil grip Small world activities, puzzles, arts and crafts and the practice of using small tools, Hand-eye co-ordination Malleable Materials – Play Dough Threading, sowing and weaving: beads, buttons and strings and threading these on, why not include some maths and create repeating patterns at a table. Forest School	Continuous Provision Pencil grip Small world activities, puzzles, arts and crafts and the practice of using small tools, Hand-eye co-ordination Mark Making Materials – pens, pencils, paints etc Threading, sowing and weaving: beads, buttons and strings and threading these on, why not include some maths and create repeating patterns at a table. Forest School	Continuous Provision Pencil grip Small world activities, puzzles, arts and crafts and the practice of using small tools, Hand-eye co-ordination Mark Making Materials – pens, pencils, paints etc Threading, sowing and weaving: beads, buttons and strings and threading these on, why not include some maths and create repeating patterns at a table. Forest School
Communication & Language			
<b>Listening</b>	I turn to people talking and gaze at them. I watch their face. I can listen and respond to simple instructions.	I listen to stories. I turn to people talking and gaze at them. I watch their face.	I listen to stories.
<b>Attention</b>	I understand simple questions e.g. “who is that?”		I can listen a story on the carpet.
<b>Understanding</b>	I can listen and respond to simple instructions.		I act on sentences e.g. “get your coat”.
How they will learn it.	Show and Tell Adult directed teaching Variety of Reading texts 1:2:1 Reading Story time Assemblies Daily conversations and interactions with peers/familiar adults Growing ability to wait to speak Building listening skills – 5 minutes supported	Show and Tell Adult directed teaching Story time Circle Time Daily conversations and interactions with peers/familiar adults Role play Building focus and attention skills – 5 minutes supported	Show and Tell Word aware Reading Role play Technology Instructions Focus on basic conversation skills What?

Enjoy drawing freely.  
Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  
Make marks on their picture to stand for their name.

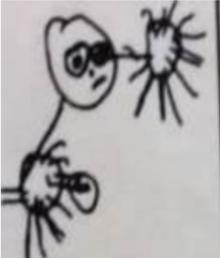
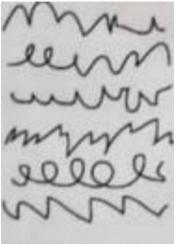
**HANDWRITING**  
Develop manipulation and control. PD.FMS.B-3  
Explore different materials and tools. PD.FMS.B-.

Watch someone’s face as they talk.  
Listen and respond to a simple instruction.  
Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.  
Understand simple instructions like “give to mummy” or “stop”.  
Recognise and point to objects if asked about them.  
Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.  
Listen to other people’s talk with interest but can easily be distracted by other things.  
Listen to simple stories and understand what is happening, with the help of the pictures.  
Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.

				<ul style="list-style-type: none"> <li>. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'.</li> </ul>
<b>Speaking</b>				<ul style="list-style-type: none"> <li>Enjoy singing, music and toys that make sounds.</li> <li>• Use gestures like waving and pointing to communicate.</li> </ul>
<b>Holding discussions with others.</b>	I can copy adults taking turn in conversations. I try to copy adult speech	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Adult to add in speech and conversation.	• Engage with others through gestures, gaze and talk.	<ul style="list-style-type: none"> <li>. Reach or point to something they want while making sounds.</li> </ul>
<b>Vocabulary and explanations</b>	I copy the words adults make around me.	Start to develop conversation, often jumping from topic to topic.	Start to develop conversation, often jumping from topic to topic.	<ul style="list-style-type: none"> <li>. Copy your gestures and words.</li> </ul>
<b>Progression of a child's speech</b>	I use the speech sounds p,b,m,w. I am copying adults speech.	I am still learning to pronounce l,r,w,y,f,th,s,sh,ch,dz,j.	I am still learning to pronounce longer words such as 'banana' and 'computer'	<ul style="list-style-type: none"> <li>. Use intonation, pitch and changing volume when 'talking'.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> </ul>
How they will learn it	<p style="text-align: center;"><b>Rhyme</b> <b>Sounds all Around</b> <b>Sound it out</b> <b>Make a mark</b></p> <p>Nursery RWI Phonics- phonemes, sounds, graphemes Focus on basic conversation skills Show and Tell Reading Role play</p>	<p>Nursery RWI Phonics- phonemes, sounds, graphemes Encourage Tier 1 vocabulary Develop mathematical language- numbers, shapes Stem sentence; tall, big, long, short</p>	<p>Nursery RWI Phonics- phonemes, sounds, graphemes Focus on two-way conversations -Posing questions -Using appropriate language -Extend vocabulary -Using appropriate tense -Building on from what has been discussed -Links conversations -Adapts language used to meet the needs of the listener</p>	<ul style="list-style-type: none"> <li>. Start to develop conversation, often jumping from topic to topic.</li> <li>. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Adult to add in speech and conversation.</li> <li>. Use the speech sounds, p, b, m, w.</li> <li>. Are usually still learning to pronounce:- /l/r/w/y f/th. s/sh/ch/ dz/ j multi-syllabic words such as 'banana' and 'computer'.</li> </ul>
<b>PSED Self-Regulation</b>				
Managing own emotions and feelings.	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.		<ul style="list-style-type: none"> <li>. Find ways of managing transitions, for example from their parent to their key person.</li> </ul>
Understanding others emotions and feelings.	I engage with others, including to reach my own goals.			<ul style="list-style-type: none"> <li>. Feel strong enough to express a range of emotions.</li> </ul>
Behaviour	I can find a way to cope when my parent leaves me. I am growing in independence, but this can lead me to become frustrated.	I am beginning to talk about my emotions and manage them	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy". I am developing my control and am beginning to turn take and impulses to push or hurt others.	<ul style="list-style-type: none"> <li>. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>
How we will learn it	<p>Celebrate successes and begin to share what went well/what they like</p> <p>Shows some independence- arriving in pre-school and supported to put belongings away Self-feeding – using cutlery correctly To verbalise emotions and problems encountered</p>	<p>1:2:1 interactions with peers and familiar adults Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Show and Tell</p>	<p>Knows things they can do well 1:2:1 interactions with peers and familiar adults Celebrate successes and begin to share what went well/what they like</p>	<ul style="list-style-type: none"> <li>. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> </ul>

	To make statements about what they can do/have done really well To be able to express what they want to do/achieve using adult structured sentences	Role play Board games Small world games P.E Forest School	Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Improve independence- self registration and putting belongings away Show and Tell Role play Board games Small world games P.E Forest School	. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because ...." Or " I love it when..."
<b>PSED Managing Self</b>				Establish their sense of self. . Express preferences and decisions. They also try new things and start establishing their autonomy.
<b>Understanding myself, my preferences and emotions</b>	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.		
<b>Following rules</b>	I talk about my emotions e.g. what has made me happy or sad.			
<b>Managing my needs and feelings.</b>	I can express my needs e.g. Saying I am hungry.			
How we will learn it	Getting dressed/undressed in role play area (1:2:1 Support) Toileting (1:2:1 Support) Self-feeding – using cutlery	Turn taking Board games Role play Show and Tell Adult directed teaching time Completed adult directed tasks To recognise when we feel sad, happy, scared, cross To adjust behaviour according to the context Forest School	Able to manage emotions independently Has a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention Interaction with other children, they learn how to make good Forest School	
<b>PSED Building Relationships</b>				Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. . Play with increasing confidence on their own and with other children because
<b>Confidence</b>	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when being taken out of my setting by my key person.		
<b>Friendships</b>	I have created attachments in nursery to peers or my key person.	I am building friendships with other children		
<b>Other's and their feelings</b>	I am building friendships with others..	I ask questions about people – including their differences between me and them.		

<p>How we will learn it</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell Building confidence to speak to peers Sharing and working in pairs To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	<p>they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children.</p>
<p><b>Literacy</b> <b>Word Reading RWI - Nursery</b></p>				
<p><b>STAGE 1-</b> <b>Verbal rhyming and alliteration</b></p>	<p>Listens to and enjoys songs and rhymes.</p>	<p>Joins in with songs and rhymes and says some of the words.</p>	<p>Singing songs and rhymes independently.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult.</p>
<p><b>STAGE 2-</b> <b>Joining in with stories read to me.</b></p>	<p>Enjoys sharing books with adults. Paying attention to the pictures or words in the book.</p>	<p>Has a favourite book that they find to share with others. Repeats words from familiar stories</p>	<p>Developing play around a story read to them.</p>	<p>• Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories.</p>
<p><b>STAGE 3-</b> <b>Recognising print and books</b></p>	<p>I know a story can be read to me.</p>	<p>I notice print around me e.g. logos or the first letter of my name.</p>		<p>• Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
<p>How we will learn it.</p>	<p><b>Rhyme</b> <b>Sounds all Around</b> <b>Sound it out</b> <b>Make a mark</b> . Traditional Tales Nursery Rhymes Counting and literary songs Book of the week Letter of the week</p>	<p>Traditional Tales Nursery Rhymes Book of the week Letter of the week Reading Corner Share Books Library Books</p>	<p>Shared reading with an adult Traditional Tales Nursery Rhymes Book of the week Letter of the week Reading Corner Share Books Library Books</p>	

Comprehension						
<b>Questioning</b>	Ask simple questions about the book					
<b>Vocabulary</b>	Joins in with repeated words used in text.		Develops play around favourite stories using props, beginning to use some text related vocabulary.			
<b>Inference</b>	Looks at the pictures when reading a story.					
<b>Prediction</b>	Sharing own ideas about the texts being read to them.					
<b>Explanation</b>	Says which stories they would like to read					
<b>Retrieval</b>	Looks at the pictures when reading a story.					
<b>Sequencing</b>	Looks at books from front to back					
<b>How we will learn it.</b>	Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations		Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations		Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations	
<b>Writing</b>	Mark Making					
<b>What we will learn</b>	I explore making marks, but I do not communicate meaning. 	Random scribbling	I draw basic pictures. 	I use lines to look like writing 	Scribble writing Left to right direction	I begin to assign meaning
						Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
						Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name. Handwriting . Develop manipulation and control. . Explore different materials and tools.

How we will learn it	Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards	Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards	Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards	Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards	Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards		
<b>Maths</b>							
<b>Vocabulary</b>	Lots, more, same, bigger, smaller, little, high, low, tall, heavy, inside, some numbers						Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns
<b>Spacial Awareness</b>	Hand eye co-ordination. Squeeze into smaller spaces						
<b>Volume and Capacity</b>	Knows that one thing will fit inside another.						
<b>Counting / Number</b>	Learn finger rhymes and stories to include counting						
<b>Weight and Size</b>	Know that one item is heavier than another			One child is taller than another.			
<b>Patterns</b>	Know what a repeating pattern is			Arrange items in a pattern.			
How we will learn it	<b>WR Maths Nursery</b> Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Tuff Spot	<b>WR Maths Nursery</b> Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Stacking blocks Building blocks Tuff Spot	<b>WR Maths Nursery</b> Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Sand and Water Trays Tuff Spot	<b>WR Maths Nursery</b> Shared reading with an adult Traditional Tales Nursery Rhymes and Songs	<b>WR Maths Nursery</b> Different objects on maths station  Discussions with adults and peers.	<b>WR Maths Nursery</b> Painting pattern making (see art curriculum) Make patterns with objects – natural and man made Maths Stations – Continuous Provision Adult led activity Sand Tray Mark Making Tuff Spot	

<b>Understanding the World</b>							
<b>Past and Present</b>	I am beginning to make sense of my own life- story and family history.		I can show some awareness of the time of day, e.g., dinnertime or bedtime				
<b>People, Culture and Communities</b>	I can comment on <u>recent</u> photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm. I know that there are places of worship near to where I live.		I know and can talk about things that I believe. I know what type of home I live in, e.g., house, bungalow or flat. I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom I can talk about what daily life is like in our country.		I can identify and name a simple map. I know that a map has places/features on and what it is used for. I can follow some positional language such as near, next to, in front of. I can talk about my home, e.g., what it looks like, and its name, its number or position.		<p>Finding out about the past and comparing the present.</p> <p>Sequences in time - vocabulary</p> <p>Make connections between the features of their family and other families.</p> <p>. Notice differences between people.</p> <p>Repeat actions that have an effect.</p> <p>. Explore materials with different properties.</p> <p>. Explore natural materials, indoors and outside.</p>
<b>The Natural World</b>	I notice changes with some adult support. I can talk about what they see, using a basic vocabulary. I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see.		I can explore how things work. I can talk about how the weather changes, and that different places/countries have different weather.  I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy I can name some animals correctly.		I can use simple language to describe animals. I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size. I can show some awareness that living things need to be cared for and treated with respect I can talk about familiar sounds at home and school.		
How we will learn it	Present children with pictures, stories, artefacts and accounts from the past, identifying similarities and differences – to compare toys from the past and present Compare and contrast figures from the past - Guy Fawkes Florence nightingale Life cycles of humans, animals Growth – self; animals; plants and seeds Figures from the past and present – David Attenborough Mary Anning – Fossils and Dinosaurs Science Week		Chn talk about themselves and those in their family including what their family’s occupations are. Chn to consider how this helps others or plays a role in society. Knows what they enjoy playing and are beginning to verbalise this Exploring a range of cultures through story telling / draw out common themes from stories (bravery, kindness) and talk about children’s experiences with these themes: Diwali – Rama and Sita story		Welly walks- building dens using various materials and tools Seasons Using tools (Fine and Gross motor) Explore mini beasts and the natural world To understand where they go to school, and the local area  The natural world- David Attenborough Listen to a broad selection of stories, non-fiction, rhymes and poems celebrating differing cultural, social, technologically and ecologically diverse world A Story of Gladness		
<b>Expressive Arts, and Design ART.</b>							
<b>Painting</b>	Uses hands and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.	Enjoys using hands, feet and fingers to make marks.	Holds a paintbrush/ printing tools in the palm of the hand	Uses pre-made paints and is able to name most colours.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>. Start to make marks intentionally.</p> <p>. Explore paint, using fingers and other parts of their bodies</p>

<b>Printing</b>	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	I am beginning to understand that to print, I must press down and carefully lift off the printing tool..			<p>as well as brushes and other tools.</p> <ul style="list-style-type: none"> <li>. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>
<b>Pattern</b>	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	I can use objects to copy a simple repeating pattern with three items	Lay out the pattern/ thread beads	Begin to make own patterns by laying out items..	
<b>Drawing</b>	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features	Draws simple things from memory.	Draws things that I have seen.	
<b>Collage and Weaving</b>	Product is all one texture.				
<b>Joining Techniques</b>	Uses glue sticks to join pieces..	Makes marks by drawing circles and lines. Does not always give meaning	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick		
<b>Making Skills</b>	Creates my own piece of art -picture or model.	Creates my own piece of art and gives meaning			
<b>Sewing</b>	I can explore holding a sewing needle.				
<b>Sculpture (Clay or Playdough)</b>	I can explore the clay/ dough.	I can make marks in the clay/ dough			
How we will learn it.	Using small tools Developing hand-eye co-ordination	Using small tools Developing hand-eye co-ordination	Using small tools Developing hand-eye co-ordination		
	Junk modelling Creating with a purpose Using materials for a purpose e.g. capes Junk modelling Explore colour and how it changes Explore paints and the marks they create Creating with a purpose Using materials for a purpose e.g. capes Mark making using Potatoes (Printing)	Exploring basic tools through colouring crayons, pens, pastels  Creating with a purpose Using materials for a purpose e.g. capes  Mark making (Drawing)  Using small tools Developing hand-eye co-ordination  Junk modelling	Creating with a purpose Using materials for a purpose e.g. capes Junk modelling		
<b>Expressive Arts, and Design DESIGN</b>					<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> <li>. Start to make marks intentionally.</li> <li>. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>
<b>Planning</b>	I can work with independence to try and develop basic skills				
<b>Construction</b>	I can build by stacking vertically.	I can join construction components by pushing, clicking, twisting, and snapping			
<b>Scissors</b>	I can hold the scissors with two hands, and I am learning how the blades close and open	I can hold the scissors and open and close the blades	I can make small snips into the paper		

<b>Making</b>	Creates my own piece of art -picture or model.		Creates my own piece of art and gives meaning.		<ul style="list-style-type: none"> <li>. Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>
<b>Cooking</b>	I can begin to develop a food vocabulary using taste, smell, texture and feel				
How we will learn it	<p>Using materials for a purpose e.g. capes</p> <p>Using appropriate resources to cut, fix and adapt</p> <p>Create with purpose and independence</p> <p>Weekly cooking opportunities heavily adult directed (Healthy eating links)</p>				
<b>Expressive Arts, and Design DRAMA AND ROLE PLAY</b>					<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>
<b>Small World</b>	I can explore small worlds such as farms, castles, doll's houses and garages.		I can join in with small world play that retells simple stories, events and rhymes	I can take part in pretend and small world play using objects to represent something else that may not be similar.	
<b>Role Play</b>	I can join in with Role Play that retells simple stories, events and rhymes.		I play with familiar resources, e.g., Main items in the Home Corner.		
How we will learn it	<p>Invent their own narratives, stories and poems.</p> <p>Re-inact stories and rhymes they have learned</p> <p>Make props and costumes for different role play scenarios</p> <p>Using materials to support role play</p>		<p>Re-inact stories and rhymes they have learned</p> <p>Make props and costumes for different role play scenarios</p> <p>Using materials to support role play</p>		
<b>Expressive Arts, and Design Music</b>					<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>. Respond emotionally and physically to music when it changes.</li> <li>. Move and dance to music.</li> <li>. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>. Explore their voices and enjoy making sounds.</li> <li>. Join in with songs and rhymes, making some sounds.</li> <li>. Make rhythmical and repetitive sounds.</li> <li>. Explore a range of sound-makers and instruments and play them in different ways.</li> <li>. Enjoy and take part in action songs, such as 'Twinkle Little Star'.</li> </ul>
<b>Singing / Voice</b>	I can use my voice for whispering, speaking, singing, and shouting.				
<b>Exploring and playing Instruments Composition of Music</b>	I can explore how to make sounds using body percussion and percussion instruments.		I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.		
<b>Listening and responding to Music</b>	I enjoy listening to music.				
How we will learn it	<p>Using materials to support role play</p> <p>To sing songs</p> <p>To recite familiar poems</p> <p>To identify and continue a rhyming string (Literacy)</p> <p>Role play with peers</p> <p>Small world play</p> <p>Music lessons</p> <p>Story telling</p> <p>Christmas carol service</p>	<p>To explore various musical instruments and rhythm</p> <p>Tap out a beat (Music)</p> <p>Role play with peers</p> <p>Small world play</p> <p>Music lessons</p> <p>Story telling</p> <p>Christmas carol service</p>	<p>Using materials to support role play</p> <p>To sing songs</p> <p>Role play with peers</p> <p>Small world play</p> <p>Music lessons</p> <p>Story telling</p> <p>Christmas carol service</p>		

