

R	Connections and Contexts	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
S u m m e r 2	<p>Beachcombing</p> <p>Storm at Sea</p> <p>Salad Harvest</p> <p>All Change in the Woods</p>	<p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine pincer mark-making clay tools with precision.</p> <p>Use a range of tools to dismantle mechanisms.</p> <p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Kick a ball at a target or to a friend.</p>	<p>Engage in games where different participants have different roles.</p> <p>Build strategies to challenge undesirable behaviour towards others.</p>	<p>Name book characters and describe their characters face.</p> <p>Use the structure of rhyming texts to participate in a recall sections of text.</p> <p>Letters and Sounds Phase 4</p> <p>Write short compositions with more than one sentence, capital letters and full stops.</p>	<p>Count by rote to 100.</p> <p>Make sets of 100, actual and transient.</p> <p>Count in decade numbers.</p> <p>Notice and articulate patterns on a 100 square.</p> <p>Patterns on the 100 square.</p> <p>Recall and apply doubles and halves within 10</p> <p>Continue and create more complex linear patterns.</p> <p>Continue and create circular and symmetrical designs with 2D and 3D shapes</p> <p>Measure mass and capacity using simple non-standard measures.</p>	<p>Describe changes to trees and woodland plants in summer.</p> <p>Describe and recall the transition from caterpillars into butterflies.</p> <p>Know and demonstrate how to nurture edible plants.</p> <p>Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views.</p> <p>Describe differences and similarities between beaches around the world, using photographs</p> <p>Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish.</p> <p>Recall the story of Mary Anning.</p>	<p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours</p> <p>Shape and mould wet sand and clay with hand tools to create particular effects.</p> <p>Generate simple oral and enacted narratives with role play props or small world.</p> <p>Use dance gestures and movements to tell a story.</p> <p>Body percussion and instrumental sound effects to tell a story.</p> <p>Simple sea shanties.</p>
S u m m e r 1	<p>Green Fingers</p> <p>Carnival Time</p> <p>All Change in the Woods</p>	<p>Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.</p> <p>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Answer open ended or speculative questions.</p> <p>Process three step instructions.</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Join with tape and glue</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Play boom whackers with wrist and shoulder control.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Control and steer a ball by hand.</p> <p>Aim, roll, track and collect a ball.</p>	<p>Engage in more complex and extended turn taking games</p> <p>Read facial expressions and body language and extending the vocabulary of emotions.</p> <p>Articulating reasons for success or failure in a challenge.</p> <p>Building strategies to make new friends.</p>	<p>Predict the development of the plot.</p> <p>Empathise with characters. Make links between texts.</p> <p>Access simple information books.</p> <p>Letters and Sounds Phase 4</p> <p>Write short compositions with more than one sentence and full stops.</p>	<p>Count by rote to 50</p> <p>Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames</p> <p>Recall and apply double 1 to double 5</p> <p>Recall subtraction facts within 5 and apply</p> <p>Recall evens and odds and apply</p> <p>Count by rote to 100, recognising decade numbers.</p> <p>Design 3D shapes on mirrors</p> <p>Make 3D shapes out of 3D shapes</p> <p>Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday</p>	<p>Describe changes to trees and woodland plants in spring.</p> <p>Know and demonstrate how to grow seeds and care for seedlings.</p> <p>Name locality features on the route to the library.</p> <p>Draw and label geographical features on the route.</p> <p>Name physical features of a beach environment using secondary sources.</p> <p>Describe the activities in a Caribbean carnival.</p> <p>Name and describe carnival foods.</p>	<p>Make increasingly detailed observational drawings and paintings of natural found objects and living things</p> <p>Know how to join wood and reclaimed materials to make objects with a purpose.</p> <p>Print accurately with paint to achieve effect and describe design choices.</p> <p>Select reclaimed materials to collage representationally or with a design idea and explain choices.</p> <p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat.</p> <p>Echo simple short rhythmic phrases with untuned percussion.</p> <p>Discuss the pitch contrasts in tuned percussion</p> <p>Call and response songs</p>
S p r i n g 2	<p>Growing and Changing</p> <p>Sharing Family Memories</p> <p>Easter Story and Traditions</p>	<p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Answer open ended or speculative questions.</p> <p>Teach new skills to others verbally and by demonstration.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes of height.</p>	<p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate how to solve simple problems.</p> <p>Choose ingredients suited to a healthy snacks.</p>	<p>Understand cause and effect in books they have heard or read. Predict the endings of books.</p> <p>The most complex nursery rhymes.</p> <p>Word play songs.</p> <p>Letters and Sounds Phase 3</p> <p>Write simple sentences with regular words, including those with digraphs.</p>	<p>Count forwards and back within 20.</p> <p>Make comparison of length and height using non-standard measures.</p> <p>Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames</p> <p>Subitise to 5.</p> <p>Designs with 2D shapes – problems and properties.</p> <p>Sort 2D shapes according to properties.</p> <p>Narrate the pattern of a week using the names of the days.</p>	<p>Interpret Google Earth street view of the route between school and the library. Name features and navigate right and left turns on line.</p> <p>Identify similarities and differences between babies and four year olds. Describe how people change in the first four years of life.</p> <p>Identify similarities and differences between four year olds and adults. Describe how people grow up and change.</p> <p>Describe the roles of significant adults in the community.</p> <p>Sequence the life of a baby bird from hatching to maturity.</p> <p>Tell the story of the life of David Attenborough</p>	<p>Make considered choices to create mixed media or relief design in clay.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p>Draw single or a sequence of images from the imagination to illustrate a story.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p>
S p r i n g 1	<p>All Change in the Woods</p> <p>Cold Climates</p> <p>Friends in Our Community</p>	<p>Play with words and “funny” rhymes, including “add your own word” rhymes.</p> <p>Participate in very familiar stories as choric speech between narrator and characters.</p> <p>Add connectives on the end of simple responses to include detail or causative extensions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Weave, thread and tie</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses</p>	<p>Articulate the rationale for school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate simple problem solving approaches.</p> <p>Make healthy snacks.</p>	<p>Recall key elements of books they have heard and read. Express preferences for books.</p> <p>Learn word play rhymes and more complex nursery rhymes.</p> <p>Letters and Sounds Phase 2</p> <p>Read simple phonically regular captions and sentences.</p> <p>Write simple sentences with regular words, including those with digraphs.</p>	<p>Count forwards and back within 20.</p> <p>Compare length and height qualitatively</p> <p>composition 6, 7 and 8, partitioning and recombining</p> <p>Subitise to 5.</p> <p>Narrate the pattern of a week using today, tomorrow, yesterday</p> <p>Design with 2D shapes. Make 2D shapes out of other 2D shapes</p>	<p>Describe changes to trees and woodland plants in winter.</p> <p>Describe and explain changes of state with water</p> <p>Name locality features on a simple route to the library.</p> <p>Describe and re-enact traditions from Chinese New Year celebrations.</p> <p>Name some other special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>Create new colours by layering and overlapping blue, green, and white translucent materials</p> <p>Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Draw familiar landmarks from memory.</p> <p>Retell episodes from a known story in role or small world play.</p> <p>Pitch match during sections then whole melodies of four line songs.</p> <p>Imitate more complex rhythm patterns with tapping instruments.</p> <p>Dance with large arm movements using props – ribbon and fabric</p>
A u t u m n 2	<p>Exploring the Woods</p> <p>Buildings All Around</p> <p>Christmas Story and Traditions</p>	<p>Secure more complex rhymes</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask “Tell me more” to extend responses.</p> <p>Formulate and respond to “Why?” and “How?” questions.</p> <p>Follow two step instructions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, aligning, balancing with magnetic joints</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Articulate and demonstrate handwashing and food preparation.</p> <p>Identify healthy ingredients in healthy snacks.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation.</p>	<p>Follow wider school regimes</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Articulate and demonstrate handwashing and food preparation.</p> <p>Identify healthy ingredients in healthy snacks.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation.</p>	<p>Grasp and use a wider range of structures in books and use these to aid participation.</p> <p>Look for cues in illustrations.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Letters and Sounds Phase 2</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Begin to break speech into words when writing.</p> <p>Write labels, lists and captions.</p>	<p>Sort by one criterion. Recognise the odd one out in a set.</p> <p>Count backwards within 10, understanding the number before and counting back from a given number</p> <p>Number composition to 5. Subitising</p> <p>Positional language with 3D shapes</p> <p>Qualitative comparison of mass and capacity.</p> <p>Make AB transient linear pattern</p> <p>Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time</p>	<p>Describe changes to trees and woodland plants in autumn.</p> <p>Know and demonstrate how to plant bulbs. Predict how it will grow.</p> <p>Describe family Christmas traditions</p> <p>Describe and explain changes of state with chocolate</p> <p>Name street furniture on a short locality.</p> <p>Name some special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects.</p> <p>Locate and reproduce geometric patterns in the urban environment.</p> <p>Generate short narratives about the environment using small world props.</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments.</p> <p>Perform a small repertoire of short repetitive songs.</p> <p>Know further action songs and story ring games by heart.</p>
A u t u m n	<p>Me, My Family and My Home</p> <p>What’s Cooking?</p> <p>Harvest</p>	<p>Follow adult cues to listen.</p> <p>Know behaviours for successful listening.</p> <p>Participation in predictable texts.</p> <p>Recall a range of simple nursery rhymes.</p> <p>Ask either/or questions.</p> <p>Hand action songs</p> <p>Participate in adult narration of independent learning.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, align and balance blocks of different shapes and sizes</p> <p>Thread, peg, and sew on cards.</p> <p>Cutting along lines,</p> <p>Hand action songs</p> <p>Participate in hand action songs</p> <p>Move safely in a large space, negotiating obstacles</p> <p>Change direction. Stop quickly.</p>	<p>Follow classroom routines including self-help with clothing.</p> <p>Follow classroom expectations.</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Define what makes me special</p> <p>Build a vocabulary around feelings.</p>	<p>Develop book-like vocabulary and language structures through hearing patterned texts.</p> <p>Participate in, memorise and perform simple action rhymes.</p> <p>Letters and Sounds Phase 2</p> <p>Form recognisable letters correctly.</p> <p>Use marks or some letters for meaning.</p> <p>Write labels.</p>	<p>Count forwards to 10, naming the number after and counting on from a given number.</p> <p>Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10</p> <p>Number composition to 5</p> <p>Recognise commonality and make sets.</p> <p>Qualitative comparison of length and height</p> <p>Complete AB visual linear patterns</p> <p>Narrate the pattern of the school day using now, next, after playtime, after lunch, before bedtime etc.</p>	<p>Describe changes of state with cement and clay.</p> <p>Name plants and parts of plants in allotment harvest.</p> <p>Describe and represent the home in 2D and 3D, naming rooms and parts of the building.</p> <p>Know that children were babies in the past.</p> <p>Know that adults were children in the past.</p> <p>Know that adults can remember things from the past.</p> <p>Recycle household waste, describing original use and new uses.</p>	<p>Stack, align and balance with bricks and blocks on a range of scales.</p> <p>Draw familiar people from memory, with attention to detail.</p> <p>Enact domestic routines and brief family narratives using props.</p> <p>Mark the pulse of pieces of music using body percussion.</p> <p>Copy, memorise and perform a repertoire of simple hand-action songs.</p>

N	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
<p>Summer 2</p> <p>Little Me</p> <p>Our Veg Patch</p> <p>Emergency Emergency</p>	<p>Able to talk about events now and in the past using appropriate tenses.</p> <p>Generate and complete causative sentences.</p> <p>Follow two part instructions.</p> <p>Begin to "read along" with very familiar books.</p> <p>Comment on books as they are being read.</p> <p>Have favourite books</p> <p>Know a wider range of rhymes.</p>	<p>Drive ride on toys at speed, using the pedals and steering round obstacles.</p> <p>Collaborate with others to transport large items safely.</p> <p>Compete in a simple challenge with adult support.</p> <p>Copy adults to move in a variety of ways.</p> <p>Use a knife and fork independently.</p> <p>Use a tripod grip to make marks, including enclosed spaces.</p> <p>Repeat the same mark making movement with control and ascribe meaning to marks.</p> <p>Play follow my leader in a small group, imitating a range of gross motor movements.</p>	<p>Articulate simple rules to other children.</p> <p>Develop appropriate ways of being assertive.</p> <p>Use a wider range of adjectives to describe feelings of friends and characters in books and films.</p> <p>Help new children by directing them towards activities and resources and solving simple practical tasks for them.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p>Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.</p> <p>Take a role in domestic play and speak from another point of view.</p>	<p>Name and locate favourite books and give very brief descriptions of plot elements or characters.</p> <p>Re-enact very short excerpts from favourite texts using puppets or small world figures.</p> <p>Use the structure of the text to anticipate when to join in.</p> <p>Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustrations.</p> <p>Notice very familiar letter symbols in the environment such as letters from their name.</p> <p>Have a repertoire of known rhymes.</p> <p>Complete a phrase with the final rhyming word.</p> <p>Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers</p> <p>Use imitative writing during role play.</p> <p>Demonstrate a hand preference.</p> <p>Write symbols in an order which approximate to their name.</p>	<p>Link numerals to sets within 5.</p> <p>Predict changes in amounts in stories and rhymes, counting forwards and backwards</p> <p>Use a few of their own symbols and marks to represent mathematical experiences.</p> <p>Combine 2D and 3D shapes to make new shapes and narrate the effects created.</p> <p>Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller</p> <p>Correct an error in an ABAAB pattern.</p> <p>Participate accurately in ABAAB repeated patterns of actions.</p> <p>Talk about things that have already happened and things that are going to happen.</p> <p>Use terms day and night in relation to stories.</p>	<p>Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.</p> <p>Answer closed and anticipatory questions in simple adult led experiments about the properties of materials</p> <p>Use remote control toys to a particular end and explain how to do it.</p> <p>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing.</p> <p>Describe and enact some of the roles of community figures .</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures, including dialogue</p> <p>Use mark making tools to make very simple representational drawings.</p> <p>Accurately match instrumental sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p>
<p>Summer 1</p> <p>I Love My Family</p> <p>Our Veg Patch</p> <p>A Bus Ride</p>	<p>Use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>Ask and answer why questions.</p> <p>Join in with very familiar repeated sections in books.</p> <p>Comment on or answer questions about illustrations.</p> <p>Know a range of rhymes and express preferences.</p>	<p>Run at speed negotiating obstacles.</p> <p>Travel above floor height by slowing and controlling movement.</p> <p>Compete in a simple challenge with adult support.</p> <p>Weave materials into frames.</p> <p>Follow a tooth brushing routine.</p> <p>Attempt some very simple fastenings when helping an adult with dressing and undressing.</p> <p>Develop techniques for working simple mechanisms.</p>	<p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting.</p> <p>Contribute to decisions about room layout and resources.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self calming spontaneously.</p> <p>Carry out simple tasks requested to help someone else</p> <p>Use a small range of adjectives to describe the emotions of story characters and friends.</p>	<p>Locate familiar books within a larger collection.</p> <p>Begin to participate in the repetitive features of very familiar books.</p> <p>Suggest what might happen next from memory.</p> <p>Answer how or why questions about a book.</p> <p>Know a few complete rhymes off by heart.</p> <p>Create a range of marks with different tools and talk about their purpose.</p> <p>Recognise further examples of environmental print from the immediate locality.</p> <p>Make marks, including strings of symbols for others and ascribe meaning to them.</p>	<p>Link numerals to sets of 1, 2 or 3.</p> <p>Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty</p> <p>Compare lengths by aligning and accurately identify longer, taller and shorter.</p> <p>Process and use positional vocabulary accurately when describing book illustrations.</p> <p>Continue an ABAAB linear pattern with everyday objects.</p> <p>Talk about things that have happened in the past.</p>	<p>Actively explore the properties of everyday materials through spontaneous experimentation.</p> <p>Demonstrate a range of actions with remote control toys.</p> <p>Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing.</p> <p>Name family members in photographs.</p> <p>Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.</p>	<p>Speak in role in simple story telling.</p> <p>Join materials in a range of ways o make things for a purpose.</p> <p>Use mark making tools with control to add detail to shapes.</p> <p>Accurately match environmental sounds to pictures.</p>
<p>Spring 2</p> <p>Make it Move</p> <p>Chicks in Nursery</p> <p>Easter Traditions</p>	<p>Use back and forth conversations about play.</p> <p>Answer why questions.</p> <p>Remain attentive to the end of the book without prompts.</p> <p>Anticipate the ending of familiar books.</p> <p>Know a few rhymes off by heart. Express preferences for rhymes.</p>	<p>Drive tricycles by pedalling.</p> <p>With an adult hand travel above floor height by walking or crawling.</p> <p>Using pincer movements to pick up small items or nip malleable materials.</p> <p>Post and thread.</p> <p>Imitate a tooth brushing routine.</p> <p>Take own coat off and put it on.</p>	<p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults.</p> <p>Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair.</p> <p>Choose the tools and materials they need to achieve a goal.</p> <p>Develop ways to calm themselves and use these with adult support.</p>	<p>Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.</p> <p>Remain engaged from the beginning to the end of longer books.</p> <p>Answer closed questions as a book is being shared.</p> <p>Join in sections of familiar rhymes with all actions.</p> <p>Recognise a few examples of environmental print such as shop logos and food labels.</p> <p>Make continuous linear marks and other effects with hands and tools on a range of scales.</p>	<p>Solve everyday problems with numbers up to 5.</p> <p>Process and use positional vocabulary accurately when out in the wider locality.</p> <p>Ascribe meaning to 3D shapes when building, according to their properties.</p> <p>Process language to fill and empty containers.</p> <p>Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p> <p>Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.</p>	<p>Collect materials for a particular purpose and explain.</p> <p>Work alongside adults imitating their actions as they care for living things.</p> <p>Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work</p>	<p>Use a wider range of objects as props in spontaneous story telling.</p> <p>Create original stories with small world figures.</p> <p>Join materials for a purpose.</p> <p>Use mark making tools to make a range of enclosed shapes.</p>
<p>Spring 1</p> <p>Shopping</p> <p>Birds in Winter</p> <p>Staying Warm</p>	<p>Begin to engage in simple dialogue about play.</p> <p>Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes.</p>	<p>Hop on the spot and to travel.</p> <p>Bowl, roll, chase and collect, tyres and barrels.</p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.</p> <p>Copy all aspects of whole body action rhymes and challenges.</p> <p>Use a fork and spoon independently.</p> <p>Make marks with different size pens with a palmer grip.</p>	<p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate the resources they need to achieve a goal.</p>	<p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Name pertinent features in book illustrations as a story is being shared.</p> <p>Remain engaged from the beginning to end of short books.</p> <p>Select books independently and locate aspects of interest within the pages.</p> <p>Use all actions to map the pace and shape of a rhyme with some words and phrases.</p> <p>Focus on marks as they are being created by a range of tools.</p>	<p>Subdivide within 3.</p> <p>Show sets on fingers within 5.</p> <p>Process and use positional vocabulary accurately in small world scenes and when building.</p> <p>Arrange 2D shapes, narrating choices with informal descriptions of properties.</p> <p>Create a set out of positive and negative examples of objects.</p> <p>Use everyday language to compare size</p>	<p>Collect particular materials for a purpose.</p> <p>Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p>	<p>Use materials for a purpose.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Use figures from familiar stories and films to recreate short episodes.</p> <p>Use mark making tools to make enclosed shapes.</p>
<p>Autumn 2</p> <p>My Friends</p> <p>Autumn Collections</p> <p>Christmas Trees</p>	<p>Join in with favourite rhymes – some lines, words and actions.</p> <p>Engage in short periods of joint attention with books.</p> <p>Participate with words, phrases or gestures as play is narrated.</p>	<p>Run and freeze on command.</p> <p>Climb apparatus with alternate feet, using own hands for support.</p> <p>Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder.</p> <p>Copy most aspects of whole body action rhymes.</p> <p>Make marks with large tools using arms and shoulders.</p>	<p>Become more outgoing with other adults in the setting.</p> <p>Begin to link up with others from their key worker group by holding hands and travelling to the same play area.</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p>	<p>Develop preferences for picture books and seek out adults to share them.</p> <p>Anticipate favourite sections as the book is shared.</p> <p>Hold books independently, opening to find pages of interest.</p> <p>Process language to locate key features in illustrations.</p> <p>Demonstrate joint attention during rhyme time, imitating some actions.</p> <p>Make marks on a range of scales with a range of tools and grips.</p>	<p>Compare small sets of objects by processing language "more than" and "fewer than".</p> <p>Count within and up to 5 with correspondence.</p> <p>Count sets to 5, applying the cardinal principle.</p> <p>Use one word informal descriptions of properties of 3D shapes as they build.</p> <p>Process language of everyday size during play.</p> <p>Process and use positional vocabulary in large scale physical play.</p> <p>Sort sets of objects such as building blocks into sets of identical members.</p>	<p>Use some very simple adjectives to describe the sensory properties of everyday materials.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p> <p>Improve techniques with a range of action and reaction toys.</p>	<p>Use props, similar to those they represent, appropriately during role play with simple dialogue.</p> <p>Use small world props in simple stories with some narration.</p> <p>Make marks with a wide range of tools and grips.</p>
<p>Autumn 1</p> <p>Exploring Inside and Out</p> <p>Making Snacks</p>	<p>Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them.</p> <p>Play alongside an adult, attentive as play is narrated.</p>	<p>Drive scooters, bikes and trikes by pushing feet.</p> <p>Climb steps or stairs with alternate feet, using a hand or handrail for support.</p> <p>Jump two feet to two feet on the spots. Jump down from a higher to a lower height.</p> <p>Travel by galloping with a leading foot.</p> <p>Run at speed in the outdoor space.</p> <p>Kick, Roll, chase and collect a ball.</p> <p>Copy some aspects of whole body action rhymes.</p> <p>Know they need to use the toilet and ask adults to help them with clothing. Was hands with guidance.</p>	<p>Form a secure bond with key worker and play in parallel, observing others and copying ideas.</p> <p>Seek out a small range of resources on offer within a single activity.</p>	<p>Maintain focus on a short picture book shared with an adult until the end.</p> <p>Make marks on a range of scales with a range of tools and grips.</p>	<p>Compare small sets of objects by processing language "more than".</p> <p>Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.</p> <p>Process simple positional vocabulary in the run of child initiated play.</p> <p>Match pairs to demonstrate a secure grasp of commonality.</p>	<p>Actively collect and enjoy transporting materials.</p> <p>Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.</p> <p>Sustain interest in action and reaction toys.</p> <p>Engage in joint attention with adults for short periods of time in respectful observations of living things.</p>	<p>Use props, similar to the items they represent, appropriately, during simple domestic role play.</p> <p>Use small world props in short non-verbal narratives.</p> <p>Make marks with a wide range of tools and grips.</p>

2 Year Old Provision	Communication and Language	Personal , Social and Emotion Development	Physical Development
<p>Term 3 Continuous Provision, Enhancements and Ongoing Fascinations</p> <ul style="list-style-type: none"> domestic role play small world sets of people, animals and vehicles range of malleable materials wooden blocks, construction kits and loose parts rotating collections of books transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows mud, water and sand with a range of tools sound making resources seasonal resources 	<p>Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions Use simple words to denote the passage of time and space. Attempt pronouns, plurals and prepositions. Follow instructions with at least two information carrying words/phrases. Build and respond to four or five word phrases and sentences. Join in with longer phrases in familiar rhymes and songs.</p>	<p>Initiate interaction or respond to others during play, linking up with those who have similar play preferences. Actively seek adults to help with tasks around the setting. Show concern when another child is hurt or upset. Talk in very simple terms about the feelings of characters in stories Participate in domestic role play with some words and short phrases in role. Prepare snack showing basic control giving out plates, cups and passing food. Show an early interest in toilet training, alerting adults for support and demonstrating involvement with changing routines Work in partnership with an adult to put on and take off outdoor clothing. Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults.</p>	<p>Wrestle with more challenging mechanisms such as screw lids and more complex construction kits. Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc Change the shape and texture of dough with hand actions to achieve an effect Use pressure to cut dough precisely with knives and cutters Use smaller figures and vehicles and build with blocks of various shapes and sizes. Combine malleable materials and loose parts, showing pleasure in effects created. Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip. Use hands to make sounds with very simple non-tuned percussion. Move across a simple adult designed obstacle course with adult narration and physical support where necessary. Commando crawl and slide on tummy under low barriers. Jump from a higher to a lower level holding adult hands. Begin to pedal a wheeled toy. Climb and jump more daringly. Pour accurately with buckets large jugs or watering cans into large containers. Kick a large ball, chase and collect.</p>
<p>Term 2 Continuous Provision, Enhancements and Ongoing Fascinations</p> <ul style="list-style-type: none"> domestic role play small world sets of people, animals and vehicles range of malleable materials wooden blocks, construction kits and loose parts rotating collections of books transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows mud, water and sand with a range of tools sound making resources seasonal resources 	<p>Join in by repeating words and phrases as an adult narrates play. Seek an adult to share a story. Say the last word in lines of a simple rhyme. Ask two or three word questions about play and routines. Locate features in book illustrations. Develop book preference and seek adults to read them. Name resources and build two word and three word level phrases about them.</p>	<p>Greet key worker and other members of the group on arrival. Separate confidently from carer. Anticipate routines through very simple statements and questions. Show awareness of others during parallel play by watching. Help an adult with a task. Use simple eating and drinking equipment independently. Develop and articulate snack preferences. Engage in a wider repertoire of play activities. Participate in simple domestic role play, imitating routines and actions. Help with nappy changing routines.</p>	<p>Explore very simple joints and mechanisms in everyday objects and construction kits. Squeeze, thump and flatten dough. Use small figures and vehicles with control in play, positioning and balancing. Fill and empty containers with water and sand, using cups, scoops, spoons and spades. Use hammering games with increasing accuracy. Increasingly attempt more risky play such as climbing with adult support. Tap and slap on the ground or on knees to accompany rhymes and songs. Run at speed in open spaces. Squeeze inside small spaces. Jump face to face with an adult holding hands. Attempt to kick a large ball. Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows. Move ride on toys on short journeys by pushing feet.</p>
<p>Term 1 Continuous Provision, Enhancements and Ongoing Fascinations</p> <ul style="list-style-type: none"> domestic role play small world sets of people, animals and vehicles range of malleable materials wooden blocks, construction kits and loose parts rotating collections of books transporting equipment such as bags, baskets, trolleys, boxes, wheel barrows mud, water and sand with a range of tools sound making resources seasonal resources 	<p>Make needs known by gesture, sounds and words. Watch or play alongside an adult. Process or produce one word naming vocabulary during play Engage with books as an adult reads one to one by joint attention to the illustrations. Maintain attention through a very short rhyme.</p>	<p>Manage staged separation from carer(s). Form secure relationships with key worker; seek him or her on entry Follow simple routines with prompts and support. Develop or demonstrate play preferences Come willingly to share a finger snack with a favourite adult. Show an interest in helping with nappy changing routines.</p>	<p>Build with a few blocks, knock over and rebuilds Collect and move resources in baskets, bags or boxes. Fill containers with collections of little objects and tip out. Push chunky small world toy vehicles along a chosen route. Arrange sturdy small world animals and figures. Use very simple action and reaction toys. Squeeze and prod dough Bounce and nod in response to music. Push transporter toys and move ride on toys by pushing with feet. Squat and push a large ball away</p>