






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What makes me special?	What colours can we find?	What comes out at night?	How can we move?	What can we grow?	What lives outside?
Possible Themes	All about me Senses Seasons	Colourful celebrations – Diwali, Halloween, bonfire night The changing seasons Autumn Light Fireworks Christmas	Light and dark Stars and space Nocturnal animals	Eden and Beyond Transport How animals move Movement and exercise	Planting seeds Growing Parts of a plant Food from around the world	Pollinators Mini beasts Wildflower meadows
GREAT WORKS	Cornish Tea Treat	Rainbow dress up day	Come back to school in the night	A sponsored bunny hop	A picnic to share food	A performance of the very hungry caterpillar.
HARMONY PRINCIPLE	Oneness	Cycles	Adaption	Health	Interdependence	Diversity
GOOD LIFE GOALS	17 Come together	12 – Live better	11 – love where you live	3 – stay well	2 – Eat Better 10 – Be fair	15 – Love nature
Nature and seasonal themes	Autumn Apples Leaves Mushrooms/fungi Senses Sticks Mud Worms Collecting seeds – foraging Conkers	Autumn/Winter Pumpkins Fire Rainbows Colour Dyes Harvest	Winter Owls Badgers Hibernation Nocturnal animals Dark, stars Making dens Shadows Space Snow and ice	Spring Blossom Life cycles Eggs The sea Rockpools The beach Rain The wind Storms	Spring/Summer Herbs Beans, seeds Sunflowers Planting and gardening Composting	Summer Caterpillars, butterflies Bees Insects, mini beasts Spring and summer flowers Wildflower meadows Bug hotels
Events and celebrations	Harvest Great British Beach Clean	Halloween Bonfire Night Diwali Christmas Road Safety Week	Chinese New Year RSPB Big School Bird Watch Fair Trade Fortnight Great British Spring Clean	Pancake Day Easter Mother's Day	Ramadan and Eid al-Fitr Earth Day World Bee Day Every Flower Counts (Plant Life)	World Environment Day – 5 th June World Oceans Day – 8 th June 30 Days Wild – June Father's Day Big Butterfly Count – July
Key texts	Dogger All are welcome Love makes a family It's ok to be different	The mixed-up chameleon Polar bear, polar bear, what do you hear? The colour monster Elmer The rainbow fish	Owl Babies Can't you sleep little bear How to catch a star The Snowy Day	Naughty bus The train ride The storm whale	Each peach pear plum The enormous turnip The giant jam sandwich Handa's Surprise Titch	There was an old lady who swallowed a fly The Big Book of Bugs Superworm

<p>Communication and Language</p> 	<ul style="list-style-type: none"> I can respond to my name and change my activity when encouraged I can use everyday words to talk about people I know I can follow simple instructions with visuals I can listen and respond to adults and peers 	<ul style="list-style-type: none"> I can join words together to speak in short phrases I can concentrate for slightly longer periods I can join in with a small group I can remember and join in with stories and rhymes 	<ul style="list-style-type: none"> I can speak in 2-4 word sentences I can follow two-step simple instructions with visuals I can understand more simple questions and answer appropriately I can express desires, feelings and needs 	<ul style="list-style-type: none"> I can begin to understand and ask why and how questions I can remember and use new words I can engage in imaginary role-play sometimes building stories around objects and toys 	<ul style="list-style-type: none"> I can explain my own thinking/ideas I can describe the story settings and characters I can join in with the repeated lines and refrains I can begin to hold conversations with adults and peers 	<ul style="list-style-type: none"> I can listen carefully. I can engage in story times, rhymes, and songs. I can maintain attention in whole class/groups. I can follow instructions. I can use longer sentences up to 6 words. I can connect sentences using 'and'
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> I can separate from my main carer with support An adult can distract me when I am upset 	<ul style="list-style-type: none"> I can express my own feelings I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings I can demonstrate friendly behavior and form good relationships with adults and peers 	<ul style="list-style-type: none"> I can separate from my main carer independently I can distract myself when I am upset I can use an adult as a secure base I can begin to accept the needs of others and can take turns and share resources I can show confidence in asking adults for help 	<ul style="list-style-type: none"> I can express my own preferences and interests I can respond to a few appropriate boundaries I can seek out others to share experiences 	<ul style="list-style-type: none"> I am beginning to understand about foods that are healthy and unhealthy I am confident to talk to other children when playing I can usually tolerate delay when my needs are not immediately met I welcome praise for what I have done 	<ul style="list-style-type: none"> I can talk about feelings. I can increasingly follow rules. I know my likes and dislikes. I can organise my belongings in the morning. I can manage my personal hygiene. I can build relationships with adults and peers.
<p>Physical Development</p> 	<p>Gross motor</p> <ul style="list-style-type: none"> Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <p>Fine motor</p> <ul style="list-style-type: none"> I can hold a pencil (fisted/digital pronate grip) to make marks I can turn the pages in a book 	<p>Gross motor</p> <ul style="list-style-type: none"> I can climb stairs and steps using alternate feet <p>Fine motor</p> <ul style="list-style-type: none"> I can fit the pieces of a puzzle together I can pick up tiny objects using a fine pincer grasp I can use some one-handed tools and equipment with support 	<p>Gross motor</p> <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Fine motor</p> <ul style="list-style-type: none"> I can use tweezers I can use tools effectively in playdough (e.g. cutters/rollers) I can take off my own shoes 	<p>Gross motor</p> <ul style="list-style-type: none"> Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine motor</p> <ul style="list-style-type: none"> I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control. 	<p>Gross motor</p> <ul style="list-style-type: none"> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Creates lines and circles pivoting from the shoulder and elbow <p>Fine motor</p> <ul style="list-style-type: none"> I can use scissors effectively to cut straight lines in paper I am beginning to use 3 fingers (tripod grip) to hold my pencil I can use pincers, tweezers and threading equipment with increasing control and confidence 	<p>Gross motor</p> <ul style="list-style-type: none"> Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Put on own coats, shoes and socks Navigate the space safely <p>Fine motor</p> <ul style="list-style-type: none"> Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.

Literacy



- I can fill in missing words from well-known rhymes
- I can show a preference for a book or a song or a rhyme.
- I can join in with rhymes and stories
- I can randomly scribble on the page, sometimes with both hands.
- I can begin to balance when sitting.
- I can make connections between my actions and the marks being made.
- I notice sounds in the environment.

- I can identify myself in a story and show enjoyment for stories about familiar people
- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.
- I can notice and repeat sounds
- I can use a range of tools to make marks and show an interest in my own marks and others marks

- I show interest in illustrations and print in books and print in the environment.
- I can understand that print has meaning
- I can hold a book the right way up and turn pages by myself
- I ascribe meaning to my marks

- I can talk about stories.
- I can make suggestions about what might happen next in a story
- I know that print can have different purposes
- I can tell an adult what my marks mean
- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can copy shapes, letter and pictures

- I can talk about events and characters in a book
- I can tell a story to friends
- I know that we read English text from left to right and from top to bottom
- I can identify signs and symbols in the environment and recall what they mean
- I can ascribe meaning to other marks, like on signage.
- I can identify sounds from my own name in other words.
- I can write some or all of my name.
- I can spot and suggest rhymes
- I can count or clap syllables in a word
- I can recognise words with the same initial sound, such as money and mother

- Comprehension:**
- I enjoy sharing a range of books.
 - I can handle books correctly and with care.
 - I can recognise some familiar words in print, e.g., own name or advertising logos.
 - I enjoy joining in with rhyme, songs and poems.
 - Explain in simple terms what is happening in a picture in a familiar story.

- Word Reading:**
- Hear general sound discrimination and be able to orally blend and segment.
 - Recognise the initial sound in words.
 - Recognise rhyming words.

- Writing:**
- Give meaning to marks they make.
 - Write own name.
 - Use talk to organise describe events and experiences.
 - Orally segment sounds in simple words.
 - Form pre-writing shapes.

Mathematics



- **I can show interest in and join in with number rhymes**
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

- I can understand 'more' and 'less'
- **I can recite some number names in sequence**
- Make comparisons between objects relating to size, length, weight and capacity

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers up to 3.
- Solve real world mathematical problems with numbers up to 3.
- Talk about shapes.

- Show 'finger numbers' up to 3.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.
- Experiment with their own symbols and marks as well as numerals.

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.

- Count objects, actions, and sounds. Subitise**
- Matching. Sorting & Comparing
Comparing amounts
Comparing size, mass & capacity
Exploring pattern

Understanding the World



- I enjoy joining in with family customs and routines
- Make connections between the features of their family and other families.
- Notice differences between people.
- I am interested in photographs of myself and familiar people and objects
- I am curious about people and show interest in stories about myself and my family
- I can talk about what I was like when I was a baby

- I can remember and talk about significant events in my own experience
- I show interest in different occupations (Eg: fire fighters/nurse/police officers)
- I enjoy celebrating my birthday and that of others
- I can make observations about my immediate environment
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.

- I can recognise similarities and differences
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

- I can identify where things belong in my environment Eg: where my bottle/coat/painting goes
- I can talk about environments in stories
- I can talk about places I have visited (e.g.: the park/ASDA)
- I can follow positional language instructions
- I am beginning to notice changes in my environment

- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

- Continue developing positive attitudes about the differences between people.

Expressive Arts and Design



- I can explore different materials freely, in order to develop my ideas about how to use them and what to make.
- I can use various construction materials
- I can manipulate play dough (roll, knead)
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.

- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)
- I can recognise and name colours.
- I can mix colours to make new colours.
- Start to develop pretend play, pretending that one object represents another.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

- I can join different materials and explore different textures.
- I can draw identifiable pictures
- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

- I can talk about what I am creating
- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

- I can draw a person with identifiable features
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.

- I have been exposed to a different range of artists
- I can show interest and describe the texture of things
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas

