



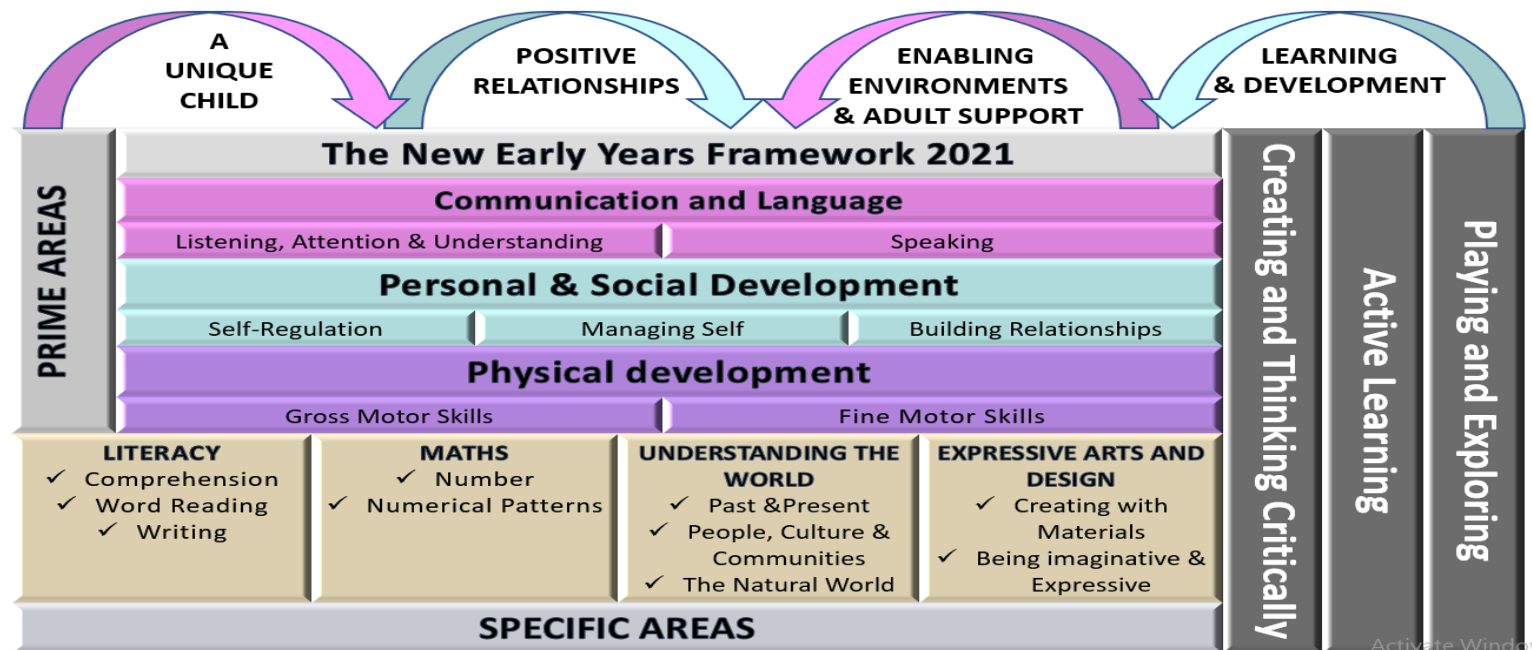
## EYFS Long Term Plan

Staff use a 'book of the week' to plan language rich learning opportunities. There are 'new words' and 'rhymes' of the week which are woven into the school day. Children take ownership of their learning and staff provide an inspiring, supportive, aspirational and nurturing learning environment. Pupil voice and restorative practice are at the heart of what we do. We are committed to building positive parent relationships so that we can work in partnership with them. Our Curriculum is evolving all the time to meet the learning needs of the cohorts.

We have built our Curriculum in partnership with our parents/carers. Our parents/carers for the academic year 2023-2024 ranked these (see below) as their top 3 of what they would like their child to learn by the end of the EYFS. Staff are mindful of this. Staff support children in their play and through emotional coaching.

1. I want my child to be able to identify their feelings, manage their emotions and be happy.
2. I want my child to learn to be resilient; to bounce back with a positive attitude after they can't do something first time.
3. I want my child to play nicely, make friends and sort out any disagreements that they have.

Following these were: learning new vocabulary and reading some simple sentences independently.



		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Church school values</b>		Respect (Year A)	Trust (Year A)	Honesty (Year A)	Forgiveness (Year A)	Kindness (Year A)	Fairness (Year A)
<b>General Theme</b>		<b>All About me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Come Outside!</b>	<b>Ticket to ride!</b>	<b>On the land, under the sea</b>
<b>Maths</b>	Reception (power maths/objectives)	Unit 1: Numbers to 5 Unit 2: Comparing groups within 5 Unit 3: Shape (2D and 3D)	Unit 4: Change within 5 Unit 5: Number bonds within 5 Unit 6: Space	Unit 7: Numbers to 10 Unit 8: Comparing numbers within 10 Unit 9: Addition to 10 Unit 10: measure (length, height and weight)	Unit 11: Number bonds to 10 Unit 12: Subtraction Unit 13: Exploring Patterns	Unit 14: Counting on and counting back Unit 15: numbers to 20 Unit 16: Numerical patterns	Unit 17: Shape (composing and decomposing shapes) Unit 18: Measure (volume and capacity) Unit 19: Sorting Unit 20: Time
		Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Compare numbers.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Count objects, actions and sounds.  Subitise.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers.  Explore the composition of numbers up to 5.  Automatically recall number bonds for numbers 0–5 and some to 10.	Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers.  Explore the composition of numbers to 10.  Compare length, weight and capacity.	Subitise.  Link the number symbol (numeral) with its cardinal number value.  Compare numbers.  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–5 and some to 10.  Continue, copy and create repeating patterns.	Count objects, actions and sounds.  Subitise.  Count beyond ten.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers.  Continue, copy and create repeating patterns.	Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity
	3-4 year olds	Numbers to 5  Comparing amounts  shape	Changes within 5  Number bonds to 5  space	Numbers past 5  Roate counting to 5  Measure	Maths problems to 5  patterns	Counting on and counting back  Number patterns	Shape  Measure  Sorting  Time

		<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them.</p> <p>For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and identify the patterns around them.</p> <p>For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
	2-3 year olds	<p>Number rhymes to 3</p> <p>Comparing amounts</p> <p>Shape/building/puzzles</p>	<p>Numbers to 3</p> <p>Changes up to 3 spaces</p>	<p>Rhymes to 5</p> <p>Numbers to 5</p> <p>Measure</p>	<p>Combining objects</p> <p>patterns</p>	<p>Counting on and counting back</p> <p>Patterns</p>	<p>Shape</p> <p>Measure</p> <p>Sorting</p>

			<p>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>Climb and squeeze themselves into different types of spaces.</p>	<p>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.</p> <p>Take part in finger rhymes with numbers.</p> <p>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p>	<p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in Sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.</p>	<p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p>
<p><b>Literacy-</b></p> <p><b>Phonics</b></p> <p><b>Read Write Inc</b></p> <p><b>Phonics</b></p>	<p>Reception</p>	<p>Learn to read first 16 Set 1 (single-letter) sounds</p>	<p>Learn to read remaining Set 1 sounds</p> <p>Learn to blend sounds into words orally</p>	<p>Learn to blend sounds to read words</p> <p>Learn to read short Ditty stories</p> <p>Learn Set 1 special friends (digraphs)</p>	<p>Learn to read 4 double consonants</p> <p>Learn to read Red storybooks</p>	<p>Read Green storybooks</p>	<p>Learn to read first 6 Set 2 (vowel digraph) sounds</p> <p>Read Green storybooks</p>

<p>Rhyme time/ pleasure for reading</p>		<p>Read individual letters by saying the sound for them.</p>	<p>Read individual letters by saying the sound for them.</p> <p>Orally blend sounds into words</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound Correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>
	<p>3-4 year olds</p>						

		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> </ul> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> </ul> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <p>count or clap syllables in a word</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <p>count or clap syllables in a word</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>
	2-3 year olds						

		<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p>	<p>Say some of the words in songs and rhymes.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Develop play around favourite stories using props</p>	<p>Copy finger movements and other gestures.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Develop play around favourite stories using props</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
<p><b>Literacy</b></p> <p><b>Writing/Talk for writing</b></p> <p><b>The write stuff</b></p>	Books	<p><i>Narrative:</i> Rainbow Fish Perfectly Norman On Sudden Hill</p> <p><i>Non-Fiction: (Leaflet)</i> What We'll Build</p>	<p><i>Narrative:</i> Ruby's Worry Bear Shaped Poppies</p> <p><i>Non-Fiction: (Report)</i> Penguins or Shark</p>	<p><i>Narrative:</i> Bear Hunt Jack and the Jellybeanstalk Rosie's Walk</p> <p><i>Non-Fiction: (Persuasive Letter)</i> I wanna Iguana</p>	<p><i>Narrative:</i> Rosie's Walk Katie's Sunflower Lost and Found Pigs Might Fly</p>	<p><i>Narrative:</i> Sam and Dave dig a hole All aboard London Bus Where the Wild Things Are</p>	<p><i>Narrative:</i> Handa's Surprise Proudest Blue How to Catch a Star</p> <p><i>Non-Fiction: (Postcard)</i> Chocolate Mug Cake</p>

	Reception	<p>Form lower-case correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>	<p>Form lower-case correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>	<p>Form lower-case correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>	<p>Form lower-case correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>	<p>Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>	<p>Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD Objective)</p>
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3-4 year olds

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

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Engage in extended conversations about stories, learning new vocabulary.

Write some or all of their name.

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Engage in extended conversations about stories, learning new vocabulary.

Write some letters accurately.

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Engage in extended conversations about stories, learning new vocabulary.

Write some letters accurately.

	2-3 year olds	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Enjoy drawing freely.</p>	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Enjoy drawing freely.</p>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Develop play around favourite stories using props</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Develop play around favourite stories using props</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p>
<p><b>Expressive art and design</b></p> <p><b>(Music and D&amp;T scheme: Kapow)</b></p>	Reception	<p>Music: Exploring Sounds Nursery Rhymes: 2 little dicky birds, 1,2,3,4,5, 5 little ducks Art: Drawing: pencil, chalk, paint D&amp;T: hibernation boxes</p>	<p>Music: Christmas/Nativity Songs Nursery Rhymes: 5 currant buns, speckled frogs, little men Art: Textiles Weaving Paper D&amp;T: Textiles: Bookmarks</p>	<p>Music: Music &amp; Movement Nursery Rhymes: Art: Painting Self-Portrait D&amp;T: Cooking and Nutrition: Soup</p>	<p>Music: Musical Stories Nursery Rhymes: Art: Printing Stencils D&amp;T: hanging egg decoration</p>	<p>Music: Big Band Nursery Rhymes: Art: Media Stage a Photo D&amp;T: Structures – Junk Modelling</p>	<p>Nursery Rhymes: Art: Sculpture Clay D&amp;T: Structures - boats</p>
	Reception	<p><b>Exploring sound</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Learn to sing and perform songs for our Nativity Production.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance</p>	<p><b>Music and movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><b>Musical stories</b> A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Return to and build on their previous learning,</p>	<p><b>Big band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance,</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>

		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>Develop storylines in their pretend play.</p>	<p>refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects</p> <p>Develop storylines in their pretend play.</p>	<p>performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	
	3-4 year olds	<p>Music: Exploring Sounds Nursery Rhymes: Art: Drawing trainer</p>	<p>Music: Christmas/Nativity Nursery Rhymes: Art: Media Stage a Photo</p>	<p>Music: Music &amp; Movement Nursery Rhymes: Art: Painting Self-Portrait</p>	<p>Music: Magical Stories Nursery Rhymes: Art: Printing Stencils</p>	<p>Music: Big Band Nursery Rhymes: Art: Textiles Weaving Paper</p>	<p>Nursery Rhymes: Art: Sculpture Clay</p>
		<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>

		<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
	2-3 year olds	<p>Music: Exploring Sounds Nursery Rhymes: Art: Drawing</p>	<p>Music: Christmas/Nativity Nursery Rhymes: Art: Media Stage a Photo</p>	<p>Music: Music &amp; Movement Nursery Rhymes: Art: Painting Self-Portrait</p>	<p>Music: Magical Stories Nursery Rhymes: Art: Printing Stencils</p>	<p>Music: Big Band Nursery Rhymes: Art: Textiles Weaving Paper</p>	<p>Nursery Rhymes: Art: Sculpture Clay</p>
		<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Start to make marks intentionally.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Start to make marks intentionally.</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials, using all their</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</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.	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.	Explore different materials, using all their senses to investigate them.	senses to investigate them.	Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.	Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.
<b>The World</b>	Reception	<p><b>RE:</b> Myself <i>[Introduce people who belong to a religious group]</i></p> <p><b>Science:</b> Humans Seasons</p> <p><b>Geography:</b> Where I live? People who help us/ careers</p>	<p><b>RE:</b> Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? <b>Science:</b> Materials including Changing Materials seasons <b>History:</b> Past and present – their past</p>	<p><b>RE:</b> Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i></p> <p><b>Science:</b> Animals excluding humans Living things and their habitats seasons</p> <p><b>Geography:</b> Animals around the world.</p>	<p><b>RE:</b> Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?</p> <p><b>Science:</b> Forces seasons</p> <p><b>Geography:</b> Local and national environments</p>	<p><b>RE:</b> Creation UC F1 (core) Why is the word 'God' so important to Christians?</p> <p><b>Science:</b> light and sound Earth and space seasons</p> <p><b>History:</b> Schools and transport past and present</p>	<p><b>RE:</b> Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i></p> <p><b>Science:</b> Plants Seasons</p> <p><b>Geography:</b> Different countries</p> <p><b>History:</b> seaside past/ present</p>
		<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.  Understand the effect of changing seasons on the natural world around them.  Comment on images of familiar situations</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.  Understand the effect of changing seasons on the natural world around them.  Draw information from a simple map.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.  Understand the effect of changing seasons on the natural world around them.  Draw information from a simple map.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.  Understand the effect of changing seasons on the natural world around them.  Explore the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.  Understand the effect of changing seasons on the natural world around them.  Explore the natural world around them.</p>

		<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p>	<p>in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Talk about members of their immediate family and community.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	3-4 year olds	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care</p>

		<p>Show interest in different occupations. Explore how things work. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>environment and all living things. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people.</p>	<p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>for the natural environment and all living things. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	2-3 year olds	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>
<p><b>Physical development</b> <b>(PE Scheme: PE Planning)</b></p>	Reception	<p>Myself (PE LTP) Indoor/outdoor opportunities.</p>	<p>Throwing and Catching (PE LTP) Indoor/outdoor opportunities.</p>	<p>Ball Skills (PE LTP) Indoor/outdoor opportunities.</p>	<p>Movement Development (PE LTP) Indoor/outdoor opportunities.</p>	<p>Fun and Games (PE LTP) Indoor/outdoor opportunities.</p>	<p>Working with others (PE LTP) Indoor/outdoor opportunities.</p>
		<p>Revise and refine the fundamental movement skills</p>	<p>Revise and refine the fundamental movement skills they have already</p>	<p>Revise and refine the fundamental movement skills they have already</p>	<p>Revise and refine the fundamental movement skills they have already</p>	<p>Revise and refine the fundamental movement skills they have already</p>	<p>Revise and refine the fundamental movement skills they have already</p>

<p><b>PE / classroom and outdoor learning opportunities</b></p>	<p>they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.          Develop the foundations of a handwriting style</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.          Develop the foundations of a handwriting style</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.          Develop the foundations of a handwriting style</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.          Develop the foundations of a handwriting style</p>	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.          Develop the foundations of a handwriting style</p>
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		<p>Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>and queuing and mealtimes.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>lining up and queuing and mealtimes.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>
		<p>Throwing and Catching (PE LTP) Indoor/outdoor opportunities.</p>	<p>Me and Myself (PE LTP) Indoor/outdoor opportunities.</p>	<p>Ball Skills (PE LTP) Indoor/outdoor opportunities.</p>	<p>Movement Development (PE LTP) Indoor/outdoor opportunities.</p>	<p>Fun and Games (PE LTP) Indoor/outdoor opportunities.</p>	<p>Working with others (PE LTP) Indoor/outdoor opportunities.</p>
	3-4 year olds	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Match their developing physical</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Match their developing physical skills to tasks and</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Start taking part in some group activities which</p>



		<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>
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		Develop manipulation and control. Explore different materials and tools.				Develop manipulation and control. Explore different materials and tools.	
<b>Personal, social and emotional development</b>  <b>(1 decision scheme)</b>  <b>(Colour monster circle times to understand feeling)</b>	Reception	How do you feel today? Talking cards: Pink goes to school Sorting cards: Yellow's bedtime Colour monster story/monster toys	I can wash my hands Talking cards: Yellow learns about germs Sorting cards: Blue learns to share	I can brush my teeth Talking cards: Red visits the dentist Sorting cards: Blue explores road safety	Healthy Dinner Talking cards: Pink misses mummy Sorting cards: Greens greens	My goal Talking cards: Why does purple play differently? Sorting cards: Red's hearing aid Green gets glasses	My goal Sorting cards: Blue's best friend
		See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • having a good sleep routine	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • healthy eating • toothbrushing • being a safe pedestrian	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • healthy eating • toothbrushing	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • healthy eating • toothbrushing	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • sensible amounts of 'screen time' • being a safe pedestrian

<p>How do you feel today? Talking cards: Pink goes to school Sorting cards: Yellow's bedtime Colour monster story/monster toys</p>	<p>I can wash my hands Talking cards: Yellow learns about germs Sorting cards: Blue learns to share</p>	<p>I can brush my teeth Talking cards: Red visits the dentist Sorting cards: Blue explores road safety</p>	<p>Healthy Dinner Talking cards: Pink misses mummy Sorting cards: Greens greens</p>	<p>My goal Talking cards: Why does purple play differently? Sorting cards: Red's hearing aid Green gets glasses</p>	<p>My goal Sorting cards: Blue's best friend</p>
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>

					<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>
2-3 year olds	<p>How do you feel today? Talking cards: Pink goes to school Sorting cards: Yellow's bedtime Colour monster story/monster toys</p>	<p>I can wash my hands Talking cards: Yellow learns about germs Sorting cards: Blue learns to share</p>	<p>I can brush my teeth Talking cards: Red visits the dentist Sorting cards: Blue explores road safety</p>	<p>Healthy Dinner Talking cards: Pink misses mummy Sorting cards: Greens greens</p>	<p>My goal Talking cards: Why does purple play differently? Sorting cards: Red's hearing aid Green gets glasses</p>	<p>My goal Sorting cards: Blue's best friend</p>	
	<p>Find ways to calm themselves, through being calmed and comforted by their key person. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Find ways of managing transitions, for example from their parent to their key person. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Be increasingly able to talk about and manage their emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Notice and ask questions about differences, such as</p>	<p>Find ways of managing transitions, for example from their parent to their key person. Play with increasing confidence on their own and with other children, because 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. Be increasingly able to talk about and manage their emotions. Begin to show 'effortful control'. For example,</p>	<p>Find ways of managing transitions, for example from their parent to their key person. Play with increasing confidence on their own and with other children, because 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. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Play with increasing confidence on their own and with other children, because 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. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Begin to show 'effortful control'. For example,</p>	<p>Play with increasing confidence on their own and with other children, because 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. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Begin to show 'effortful control'. For example,</p>

		<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>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</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Learn to use the toilet with help, and then independently.</p>
<b>Communication and language</b>	reception	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>

		<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	3-4 years old	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”..</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p>

		<p>‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul>	<p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul>	<p>Know many rhymes, be able to talk about familiar books.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul>	<p>Know many rhymes, be able to talk about familiar books.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
	2-3 years old	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but</p>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but</p>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but can easily be distracted by other things.</p>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but can</p>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but</p>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest but can</p>

		<p>interest but can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. 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'</p>	<p>can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. 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'</p>	<p>Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. Start to develop conversation, often jumping from topic to topic. 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' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. Start to develop conversation, often jumping from topic to topic. 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' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce:  <ul style="list-style-type: none"> <li>• l/r/w/y</li> <li>• f/th</li> <li>• s/sh/ch/dz/j</li> </ul> <ul style="list-style-type: none"> <li>• multi-syllabic words such as 'banana' and 'computer'</li> </ul> <p>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' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> </p>	<p>easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using word as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce:  <ul style="list-style-type: none"> <li>• l/r/w/y</li> <li>• f/th</li> <li>• s/sh/ch/dz/j</li> </ul> <ul style="list-style-type: none"> <li>• multi-syllabic words such as 'banana' and 'computer'</li> </ul> <p>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' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> </p>
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<p><b>Texts and 'old favourites'</b></p>	<p>Starting School The Colour Monster Roald Dahl 1,2,3 Going to the Dr Owl Babies Little Red Hen - Harvest Once there were Giants Stick Man The Smartest Giant The Rainbow Fish Funny Bones The Big Book of Families</p>	<p>The Jolly Postman Goldilocks Farmer Duck Hansel &amp; Gretal The Ugly Duckling Christmas Story / Nativity Rama and Sita</p>	<p>The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger Who Came To Tea Elephant and the Bad Baby Pig in the Pond Farmer Duck</p>	<p>Shark in the Park on a windy day One Plastic Bag Mr Wolf's Pancakes My Mum The Egg Hunt The Tree</p>	<p>The Snail and the Whale The Way back Home Mr. Gumpy's Outing The Train Ride Oi! Get off my train! Bob, The Man on the Moon Whatever Next! Coming to England Our House The Queens Hat The Queens Knickers Our House</p>	<p>The Tiny Seed/A Seed in Need Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Under the Sea Non – Fiction P is for Passport The Journey Zoom World Atlases Tiddler Lighthouse Keeper's Lunch The Healthy Wolf</p>
<p><b>Enriching opportunities</b></p>	<p>Autumn Trail Remembrance Day Nurse / Firefighter visit Tractor visit - Harvest Birthdays Favourite Songs Talent show Roald Dahl Day What do I want to be when I grow up? Video for parents Lincolnshire Day St Luke's Day</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali workshop Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti-Bullying Week</p>	<p>Zoo Lab visit Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari – trip to Wildlife Park</p>	<p>Walk to the park / Picnic Shrove Tuesday/Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Mother's Day Queen's Birthday Science Week Eater Egg Hunt World Book Day</p>	<p>Post a letter Food tasting –different cultures Map work -Find the Treasure postcards Start of Ramadan Eid D-Day Strawberry picking trip Kings birthday Walk to school week Earth and St George's Day Historical photos from our school in the past</p>	<p>Visit to the beach/theatre/aquarium Under the Sea –singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Pirate Day Planting seeds  Ice –Cream at the park Sports Day Community afternoon tea Transition visits</p>
<p><b>Parent opportunities</b></p>	<p>Harvest Festival Home / School Agreement Proud Clouds Phonics workshop Nursery workshop</p>	<p>Proud Clouds Nativity Christmas Service in Church Maths workshop Parents Evening Book at Bedtime  Parent/carer Christmas Craft Afternoon</p>	<p>Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show! Trip to the Chinese</p>	<p>Proud Clouds Parents Evening Art workshop / Gallery Share a story Easter Service Reading for pleasure afternoon Phonics morning</p>	<p>Proud Clouds Share a story Reading for pleasure afternoon Phonics morning</p>	<p>Proud Clouds Share a story Parents Evening Parent's Picnic</p>