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| Areas of Learning and Development | **Autumn 1**  **I’m Special, I’m Me** | **Autumn 2**  **After Dark** | **Spring 1**  **Where The Wild**  **Things Are** | **Spring 2**  **The Magic Garden** | **Summer 1**  **Where’s My Teddy** | **Summer 2**  **Splish, Splash, Splosh** |
| ***PSED:***  ***Making Relationships*** | **16-26 months**  Plays alongside others  *Uses a familiar adult as a secure base from which to explore independently in new environments. e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.* | Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | **22-36 months**  Interested in others’ play and starting to join in. | Seeks out others to share experiences. | Shows affection and concern for people who are special to them. | May form a special friendship with another child. |
| ***PSED:  Self Confidence & Self Awareness*** | Explores new toys and environments but “checks in “ regularly with familiar adult as and when needed, | Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).  *Demonstrates sense of self as an individual, e.g. want to do things independently, says ‘no’ to adult.* | Separates from main carer with support and encouragement from a familiar adult. | Expresses own preferences and interests. | Expresses own preferences and interests. | Expresses own preferences and interests. |
| ***PSED:***  ***Managing Feelings***  ***& Behaviour*** | Is aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.  *Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.* | Responds to a few appropriate boundaries, with encouragement and support.  *Begins to learn that some things are theirs, some things are shared, and some things belong to other people.* | Seeks comfort from familiar adults when needed.  *Can express their own feelings such as sad, happy, cross, scared, worried.* | Responds to the feelings and wishes of others.  Aware that some actions can hurt or harm others. | Tries to help or give comfort when others are distressed.  Show understanding and cooperates with soe boundaries and routines. | Can inhabit own actions/ behaviours e.g. stop themselves from doing something they shouldn’t do.  Growing ability to distract self when upset e.g. by engaging in a new play activity. |
| ***Communication & Language:***  ***Listening & Attention*** | Listens to and enjoys rhythmic patterns in rhymes and stories. | Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.  *Rigid attention – may appear not to hear.* | Listens with interest to the noises adults make when they read stories. | Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door. | Shows interest in play with sounds, songs and rhyme. | Single channgelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. |
| ***Communication & Language:***  ***Understanding*** | Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. | *Understands simple sentences (e.g. throw the ball).* | Identifies action words by pointing to the right picture e.g. “who’s jumping?”. | Understands more complex sentences e.g. “Put your toys away and then we’ll read a book”. | Understands ‘who’, ‘what’, ‘where ‘ in simple questions (e.g. who’s that/can? What’s that ? where is? ). | Developing understanding of simple concepts (e.g. big/little). |
| ***Communication & Language:***  ***Speaking*** | Copies familiar expressions, e.g. “oh dear”; “all gone”.  *Beginning to put two words together (e.g. want ball, more juice).* | Uses different types of everyday words (nouns, verbs and adjectives. e.g. banana, go, sleep, hot).  *Beginning to ask simple questions*  Beginning to talk about people and things that are not present. | Uses language as a powerful means of widening contacts, sharing feelings, experience and thoughts.  *Holds a conversation, jumping from topic to topic.* | Learns new words very rapidly and is able to use them in communicating  *Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying “I have it”.* | Uses a variety of questions (e.g what, where, who).  *Uses simple sentences (eg. Mummy gonna work).* | Beginning to use word endings (e.g. going, cats). |
| ***Physical:***  ***Moving & Handling*** | Walks upstairs holding hand of adult.  *Comes downstairs backwards on knees (crawling).* | Beginning to balance blocks to build a small tower.  *Makes connections between their movement and the marks they make.* | Runs safely on whole foot  *Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.* | Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  *Can kick a large ball.*  Turns pages in a book, sometimes several at once. | Shows control in holding and using jugs to pour, hammers, books and mark-maing tools.  *Beginning to use three fingers (tripod grip) to hold writing tools.*  *.* | Initiates drawing simple shapes, such as circles and lines.  *Walks upstairs or downstairs holding onto a rail two feet to a step.*  May be beginning to show preference for dominant. |
| ***Physical:***  ***Health & Self-Care*** | Develops own likes and dislikes in food and drink.  *Willing to try new food textures and tastes.*  Hold cup with both hands and drinks without much spilling.  *Clearly communicates wet or soiled nappy or pants.* | Shows some awareness of bladder and bowel urges.  *Shows awareness of what a potty or toilet is used for.*  Shows a desire to help with dressing/ undressing and hygiene routines. | Feeds self competently with spoon.  *Drinks well without spilling.* | Clearly communicates their need for potty or toilet.  *Beginning to recognise danger and seeks support of significant adults for help.* | Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. | Beginning to be independent in self-care, but still often needs adult support. |
| ***Literacy:***  ***Reading*** | Interested in books and rhymes and may have favourites. | Interested in books and rhymes and may have favourites. | Has some favourite stories, rhymes, songs, poems or jingles. | Has some favourite stories, rhymes, songs, poems or jingles. | Repeats word or phrases from familiar stories. | Fills in the missing world or phrases in a known rhyme, story or game, e.g. “Humpty Dumpty sat on a …” |
| ***Literacy:***  ***Writing*** | Early mark making is not the same as writing, It is a sensory and physical experience for babies & toddlers which they do not yet connect to forming symbols which can communicate meaning. | | Distinguishing between the different marks they make. | | | |
| ***Mathematics:***  ***Numbers*** | Knows that things exist, even when out of sight.  *Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.* | Says some counting words randomly. | Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  *Recites some number names in sequence.* | Creates and experiments with symbols and marks representing ideas of number. | Begins to make comparisons between quantities.  *Uses some language of quantities such as ‘more’ and ‘a lot’.* | Uses some language of quantities such as ‘more’ and ‘a lot’.  *Knows that a group of things changes in quantity when something is added or taken away.* |
| ***Mathematics:***  ***Shape, Space & Measure*** | Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.  *Uses blocks to create their own simple structures and arrnagements.* | Enjoys filling and emptying containers.  *Associates a sequence of actions with daily routines.*  Beginning to understand that things might happen ‘now’. | Notice simple shapes and patterns in pictures.  *Beginning to categorise objects according to properties such as shape or size.* | Begins to use the language of size. | *Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.* | Anticipates specific time-based events such as mealtimes or hometime. |
| ***Understanding the World:***  ***People & Communities*** | Is curious about people and shows interest in stories about themselves and their family. | Enjoys pictures and stories about themselves, their families and other people. | Has a sense of own immediate family and relations. | In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. | Beginning to have their own friends. | Learns that they have similarities and differences that connect them to, and distinguish them from, others. |
| ***Understanding the World:***  ***The World*** | Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.  *Remembers where objects belong.* | Matches parts of objects that fit together, e.g. puts lid on teapot. | Enjoys playing with small-world models such as a farm, a garage, or a train-track. | Enjoys playing with small-world models such as a farm, a garage, or a train track. . | Notices detailed features of objects in their environment. | Notices detailed features of objects in their environment. |
| ***Understanding the World:***  ***Technology*** | Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. | Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. | Seeks to acquire basic skills in turning on and operating some ICT equipment. | | Operates mechanical toys eg. pulls back on friction car. | |
| ***Expressive Art & Design:***  ***Exploring and Using Media & Materials*** | Explores and experiments with a range of media through sensory exploration and using whole body.  Move their whole bodies to sounds they enjoy, such as music or a regular beat.  Imitates and improvises actions they have observed, e.g. clapping or waving.  Begins to move to music, listen to or join in rhymes or songs.  Notices and is interested in the effects of making movements which leave marks. | | Joins in singing favourite songs. | Creates sounds by banging, shaking, tapping or blowing. | Shows an interest in the way musical instruments sound. | Experiments with block, colours and marks. |
| ***Expressive Art & Design:***  ***Being Imaginative*** | Expresses self through physical action & sound. | Pretends that on object represents another, especially when objects have characteristics in common. | Beginning to use representations to communicate, e.g. drawing a line and saying “that’s me!”. | | Beginning to make believe by pretending. | |

