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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*** | **22-36 months**Interested in others’ play and starting to join in. *Seeks out others to share experiences.*  | **22-36 months**Shows affection and concern for people who are special to them. *May form a special friendship with another child.*  | **30-50 months**Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  | **30-50 months**Initiates play, offering cues to peers to join them.  | **30-50 months**Keeps play going by responding to what others are saying or doing.  | **30-50 months**Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| ***PSED: Self Confidence & Self Awareness*** | Separates from main carer with support and encouragementfrom a familiar adult.  | Expresses own preferences and interests. | Can select and use activities and resources with help.*Welcomes and values praise for what they have done.* | Enjoys responsibility of carrying out small tasks. | Is more outgoing towards familiar people and more confident in new social situations. | Confident to talk to other children when playing, and will communicate freely about own home and community.*Shows confidence in asking adults for help.* |
| ***PSED:*** ***Managing Feelings & Behaviour*** | 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.*Shows understanding and cooperates with some boundaries and routines.*Can inhibit own actions or 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.* | Aware of own feelings, and knows that some actions and words can hurt others’ feelings. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met. | Can usually adapt behaviour to different events, social situations and changes in routine. |
| ***Communication & Language:*** ***Listening & Attention*** | Listens with interest to the noises adults make when theyread 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 rhymes.*Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus* | Listens to others one to one or in small groups, when conversation interests them. *Listens to stories with increasing attention and recall***.** | Joins in with repeated refrains and anticipates key events andphrases in rhymes and stories | Focusing attention – still listen or do, but can shift own attention. | Is able to follow directions (if not intently focused on own choice of activity). |
| ***Communication & Language:*** ***Understanding*** | 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).* | Understands use of objects (e.g. “What do we use to cut things?’) | Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | Responds to simple instructions, e.g. to get or put away an object. | Beginning to understand ‘why’ and ‘how’ questions |
| ***Communication & Language:*** ***Speaking*** | Uses language as a powerful means of widening contacts,sharing feelings, experiences and thoughts.*Holds a conversation, jumping from topic to topic.*Learns new words very rapidly and is able to use them incommunicating. | 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 (e.g.’ *Mummy gonna work.’*)*Beginning to use word endings (e.g. going, cats).* | Beginning to use more complex sentences to link thoughts (e.g. using and, because).*Can retell a simple past event in correct order (e.g. went down slide, hurt finger).* | •Uses talk to connect ideas, explain what is happening andanticipate what might happen next, recall and relive past experiences.*Questions why things happen and gives explanations. Asks**e.g. who, what, when, how.* | Uses a range of tenses (e.g. play, playing, will play, played).*Uses intonation, rhythm and phrasing to make the meaning clear to others.* | Uses vocabulary focused on objects and people that are of particular importance to them.*Builds up vocabulary that reflects the breadth of their experiences***.**Uses talk in pretending that objects stand for something else in play, e,g, ‘This box is my castle |
| ***Physical:*** ***Moving & Handling*** | 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-making tools.*Beginning to use three fingers (tripod grip) to hold writing tools*Imitates 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 hand. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.*Mounts stairs, steps or climbing equipment using alternate feet.*Walks downstairs, two feet to each step while carrying a small object. | Runs skilfully and negotiates space successfully, adjusting speed or direction toavoid obstacles.*Can stand momentarily on one foot when shown.* | Can catch a large ball.*Draws lines and circles using gross motor movements***.**Uses one-handed tools and equipment, e.g. makes snips in paper with childscissors. | Holds pencil between thumb and two fingers, no longer using whole-hand grasp.*Holds pencil near point between first two fingers and thumb and uses it with good control.* Can copy some letters, e.g. letters from their name |
| ***Physical:*** ***Health & Self-Care*** | Feeds self competently with spoon.*Drinks well without spilling.*Clearly communicates their need for potty or toilet. | Beginning to recognise danger and seeks support ofsignificant 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. | Can tell adults when hungry or tired or when they want to restor play. *Observes the effects of activity on their bodies.* | Understands that equipment and tools have to be used safely. | Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.*Can usually manage washing and drying hands* | Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. |
| ***Literacy:*** ***Reading*** | Has some favourite stories, rhymes, songs, poems or jingles.*Repeats words or phrases from familiar stories.* | Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.**30-50 months**Enjoys rhyming and rhythmic activities. | Shows awareness of rhyme and alliteration.*Recognises rhythm in spoken words.*Listens to and joins in with stories and poems, one-to-one and also in small groups. | Joins in with repeated refrains and anticipates key events andphrases in rhymes and stories.*Beginning to be aware of the way stories are structured.*Suggests how the story might end. *Listens to stories with increasing attention and recall.* | Describes main story settings, events and principal characters.*Shows interest in illustrations and print in books and print in**the environment***.**Recognises familiar words and signs such as own name andadvertising logos. *Looks at books independently* | Handles books carefully.*Knows information can be relayed in the form of print.*Holds books the correct way up and turns pages.*Knows that print carries meaning and, in English, is read from left to right and top to bottom.* |
| ***Literacy:*** ***Writing*** | Distinguishes between the different marks they make. | Distinguishes between the different marks they make. | Sometimes gives meaning to marks as they draw and paint. | Sometimes gives meaning to marks as they draw and paint | Ascribes meanings to marks that they see in different places | Ascribes meanings to marks that they see in different places |
| ***Mathematics:*** ***Numbers*** | 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’***.** Knows that a group of things changes in quantity when something is added or taken away. | Uses some number names and number language spontaneously.*Uses some number names accurately in play.*Recites numbers in order to 10. | Knows that numbers identify how many objects are in a set.*Beginning to represent numbers using fingers, marks on paper or pictures.*Sometimes matches numeral and quantity correctly. | Shows curiosity about numbers by offering comments or asking questions.*Compares two groups of objects, saying when they have the same number.*Shows an interest in number problems. | Separates a group of three or four objects in different ways,beginning to recognise that the total is still the same.*Shows an interest in numerals in the environment.*Shows an interest in representing numbers. *Realises not only objects, but anything can be counted,including steps, claps or jumps.* |
| ***Mathematics:*** ***Shape, Space & Measure*** | Notices 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 home time. | Shows an interest in shape and space by playing with shapesor making arrangements with objects.*Shows awareness of similarities of shapes in the environment.* | Uses positional language.*Shows interest in shape by sustained construction activity or**by talking about shapes or arrangements.* | Shows interest in shapes in the environment.*Uses shapes appropriately for tasks.* | Beginning to talk about the shapes of everyday objects,e.g. ‘round’ and ‘tall’. |
| ***Understanding the World:*** ***People & Communities*** | 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.* | Shows interest in the lives of people who are familiar to them. | Remembers and talks about significant events in their own experience. | Recognises and describes special times or events for family or friends.*Shows interest in different occupations and ways of life.* | Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family |
| ***Understanding the World:*** ***The World*** | Enjoys playing with small-world models such as a farm, a garage, or a train track. | Notices detailed features of objects in their environment | Comments and asks questions about aspects of their familiarworld such as the place where they live or the natural world. | Can talk about some of the things they have observed such as plants, animals, natural and found objects. | Talks about why things happen and how things work.*Developing an understanding of growth, decay and changes over time.* | Shows care and concern for living things and the environment |
| ***Understanding the World:*** ***Technology*** | Seeks to acquire basic skills in turning on and operating some ICT equipment. | Operates mechanical toys. | Knows how to operate simple equipment, e.g. turns on CDplayer and uses remote control. | Shows an interest in technological toys with knobs or pulleys,or real objects such as cameras or mobile phones. | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | Knows that information can be retrieved from computers |
| ***Expressive Art & Design:*** ***Exploring and Using Media & Materials*** | Joins in singing favourite songs.*Creates sounds by banging, shaking, tapping or blowing.* | Shows an interest in the way musical instruments sound.*Experiments with blocks, colours and marks.* | Enjoys joining in with dancing and ring games.*Sings a few familiar songs.*Beginning to move rhythmically. | Imitates movement in response to music.*Taps out simple repeated rhythms*. Explores and learns how sounds can be changed. | Explores colour and how colours can be changed.*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects*.Beginning to be interested in and describe the texture of things. | Uses various construction materials.*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.*Joins construction pieces together to build and balance.*Realises tools can be used for a purpose.* |
| ***Expressive Art & Design:*** ***Being Imaginative*** | Beginning to use representation to communicate, e.g. drawinga line and saying ‘That’s me.’ |  Beginning to make-believe by pretending | Developing preferences for forms of expression. *Uses movement to express feelings.*Creates movement in response to music. | Sings to self and makes up simple songs.*Makes up rhythms.*Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. | Engages in imaginative role-play based on own first-hand experiences.*Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.* | Uses available resources to create props to support role-play*Captures experiences and responses with a range of media,such as music, dance and paint and other materials or words* |

