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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 encouragement  from 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 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 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 and  phrases 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 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 (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 and  anticipate 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 to  avoid 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 child  scissors. | 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 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. | | Can tell adults when hungry or tired or when they want to rest  or 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 and  phrases 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 and  advertising 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 shapes  or 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 familiar  world 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 CD  player 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. drawing  a 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* |

