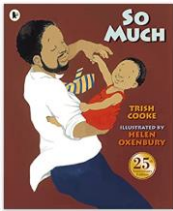
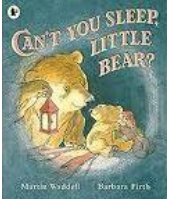
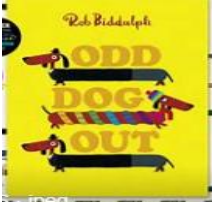
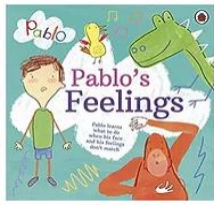
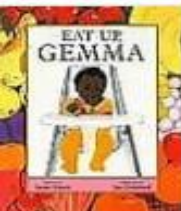





Communication End of Year Aim	I can comment and ask simple questions	PRIDE	P	I can learn 8 new nursery rhymes/song		
			R	I can keep trying and not get upset when things go wrong. (coat)		
			I	I can choose it, use it and put it away		
			D	I can focus on and complete a simple task		
			E	I can talk about my learning		
Core Theme	Autumn Term All about Me Nursery Rhymes		Spring Term Traditional Tales / New Classics		Summer Term Our Wonderful World	
Core Text	How many people live in your house? Jack & Jill Humpty Dumpty Hickory Dickory Dock Incy Wincy Spider 5 Elephants went out to Play	3 Little Fireworks Standing in a Row Baa Baa Black Sheep Twinkle Twinkle 2 Little Robins Christmas Pudding 5 Little Snowmen Fat Play	Winter Goldilocks and the 3 Bears The Three Billy Goats Gruff The 3 Little Pigs Little Red Riding Hood The Gingerbread Man	Aliens Love Underpants We're Going on a Bear Hunt Handa's Surprise Dear Zoo We're Going on an Easter Egg Hunt	Jasper's Beanstalk The Enormous Turnip Vegetable Soup The Very Hungry Caterpillar What the Ladybird Heard 1 Mole Digging a Hole	Mad about minibeasts The Train Ride Commotion in the Ocean Sharing a Shell Who Swallowed Stanley? The Fish Who Could Wish
Poetry/ Rhyme (5 Rhymes a day)	As above	As above	I'm a Little Penguin This Little Piggy When Goldilocks Went to the House of the Bears 5 Little Gingerbread Men The Goats went Marching 1 by 1	5 Little Men in a flying Saucer Round and Round the Garden Handa's Surprise Song 5 Little Monkeys 5 Little Ducks went Swimming One Day	5 Fat Peas in a Pea Pod One Potato, Two Potato What is...? 5 Little Caterpillars Ladybird, Ladybird There's a worm at the bottom of my garden.	Down at the Station Row, Row Row Your Boat Don't drop litter put it in the bin. 12345 Once I caught a fish alive
(5 Rhymes a day)	Wind the Bobbin Up Roly Poly Ever So slowly Show me 5 fingers 1 Little finger Tommy Thumb	Wind the Bobbin Up Roly Poly Ever So slowly Show me 5 fingers 1 Little Finger Tommy Thumb	5 Nursery Rhymes	5 Nursery Rhymes	The Wheels on the Bus If You're Happy and You Know It Clap Your Hands and Wiggle your Fingers Here is the Bee Hive, where are the Bees?	The Wheels on the Bus If You're Happy and You Know It Clap Your Hands and Wiggle your Fingers Here is the Bee Hive, where are the Bees?
Reading Spine Key Text						
Communication Progression/ Focus	I can follow a simple instruction after being shown.	I can listen to a short story with growing concentration. I can perform a nursery rhyme to a small group	I understand some What? Where? and Why? questions	I can hold a simple conversation.	I can sing lots of songs and rhymes. I can listen to a longer story and answer questions about it.	I can retell a familiar story. I can answer simple questions. I can use lots of new words

PRIDE Progression/ Focus		I can learn 8 new nursery rhymes/song	I can keep trying and not get upset when things go wrong. (coat)	I can choose it, use it and put it away	I can focus on and complete a simple task	I can talk about my learning
Communication & language	Listening, attention	<ul style="list-style-type: none"> • I can listen to stories and can remember much of what happened with the help of the picture. • I can pay attention to more than one thing at a time, which can be difficult. • I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • I can sit and focus during s short adult led focus session (up to 10 minutes with active parts) • I am starting to join in with adult focus activities. • I can focus on an adult as they read or sing. • I can respond to a simple instruction especially when I have been shown for the first time. • I am starting to show some awareness of learning behaviours e.g. sitting on the carpet, looking at someone who is talking. • I can respond when given two choices. 	<ul style="list-style-type: none"> • I use a wider range of vocabulary. • I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • I enjoy listening to longer stories and can remember much of what happened. • I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I am starting to complete activities before moving on with self -chosen activities. • I can respond to two requests. • I am starting to pay attention to more than 1 thing at a time. 	<ul style="list-style-type: none"> • I can sing along to a large repertoire of songs. • I know many rhymes, be able to talk about familiar books, and I am starting to able to retell key parts from a longer story. • I can concentrate for slightly longer period during focus adult led sessions. (up to 15 minutes) • I can perform key rhymes/ stories with actions. • I understand 'why' questions. 		
	Speaking	<ul style="list-style-type: none"> • I am developing my pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • I can copy sounds and words. • I can talk and respond in a simple 2-way exchange. • I can remember and use some new words. • I can take part in a Christmas performance based around Nursery Rhymes 	<ul style="list-style-type: none"> • I can use longer sentences of four to six words. • I am developing my communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." • I can ask and answer questions using simple sentences. • I can sing a few familiar rhymes accurately. • I can start a conversation with an adult or friend and continue it for many turns. 	<ul style="list-style-type: none"> • I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. • I can start a conversation with an adult or a friend and continue it for many turns. • I can explain what happened and what might happen. • I can use vocabulary to express imaginary events in play. • I can use a wide range of vocabulary. • I can sing a wide repertoire of songs. • I can retell a familiar story. • I may have some slight problems saying some sounds (r,j, th, ch and sh) and multisyllabic words (pterodactyl) • I can use longer sentences of 6 words. • I can use future and past tense in my speech. • I can express a point of view and I am starting to debate when I disagree using words and actions. 		

PSED	Self-Regulation	<ul style="list-style-type: none"> • I can remember rules without needing an adult to remind me (choose it, use it, put it away) • I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. • I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. • I can separate from my main carer with support and encouragement from a familiar adult. • I can try to do something challenging before asking for help. 	<ul style="list-style-type: none"> • I am increasingly following rules, understanding why they are important. • I am developing my sense of responsibility and membership of a community. • I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me. • I can follow a number of rules and understand why they are important. • I can recognise the feeling of my friends. • I can choose an option to fix a problem with visual support e.g. say sorry, get a tissue or help build it again. 	<ul style="list-style-type: none"> • I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • I am becoming more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations • I can show confidence in asking adults for help. • I welcome and value praise for what I have done. • I am beginning to understand how others are feeling.
	Managing Self	<ul style="list-style-type: none"> • I can seek comfort from familiar adults when needed. • I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. • I can use a straw independently • I am beginning to manage my toilet needs independently. • I can wash and dry my own hands. • I can say 'No, stop' to something I do not like. • I know how to brush my teeth with support from modelling and a timer (toothbrushing song). • I can hang my coat on my peg • I can find my coat and try to put it on. 	<ul style="list-style-type: none"> • I am aware that some actions can hurt or harm others. • I can put my own coat on. • I can manage my own toilet needs independently. • I can get dressed and undress with support. • I can say please and thank you. 	<ul style="list-style-type: none"> • I am developing appropriate ways of being assertive. Talking with others to solve conflicts. • I am becoming increasingly independent in meeting my own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • I can make healthy choices about food, drink, activity and toothbrushing. • I can get dressed and undressed with some independence. • I can make healthy choices about food, drink and tooth brushing.
	Building relationships	<ul style="list-style-type: none"> • I know my teachers' names and can name some of my friends. • I can seek adult help if I have a problem with a friend. • I can talk to other children whilst playing. • I watch my peers and move closer to the activity I am interested in. 	<ul style="list-style-type: none"> • I understand gradually how others might be feeling. • I can play with one or more other children, extending and elaborating play ideas 	<ul style="list-style-type: none"> • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • I can initiate play, offering cues to peers to join me. • I can keep play going by responding to what others are saying or doing. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Literacy	Comprehension	<ul style="list-style-type: none"> • I can make simple comments about stories/ books. • I enjoy looking at books with an adult and talk about my favourite. • I can repeat words and phrases from books. 	<ul style="list-style-type: none"> • I can listen and respond in a simple 2-way exchange about a story. • I can apply learnt vocabulary from familiar stories in play. 	<ul style="list-style-type: none"> • I am starting to join discussions about stories, learning new vocabulary.
	Word Reading	<ul style="list-style-type: none"> • I can begin to recognise my name using a picture clue. • I know that print can have different purposes (stories, sign, name) • I can begin to count or clap syllables. • I can join in with familiar songs and rhymes, saying some of the words accurately and using correct actions. • I can name sounds I have heard in the environment. • I can use my body to make different sounds (loud, fast slow) 	<ul style="list-style-type: none"> • I know we read from left to right, top to bottom. • I can name different parts of a book. • I can spot rhymes. • I can recognise my name using a picture clue. 	<ul style="list-style-type: none"> • 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. • I can orally blend. • I can spot and suggest rhymes. • I can recognise words with the same initial sound, such as money and mother • I can recognise my name without using a picture clue.
	Writing	<ul style="list-style-type: none"> • I can add some marks on my picture and give meaning to them "that says mummy" • I can write the first letter of my name. • I can write my name using a tracing outline. • I can tell you what I have drawn. 	<ul style="list-style-type: none"> • 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; write 'm' for mummy. • I can copy some of the letters in my name. • I can write some letters and numbers accurately. 	<ul style="list-style-type: none"> • I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • I can begin to orally segment. • I can write some or all of my name by copying from my name card. (Some may write some or all of their name from memory). • I can form some recognisable letters and numbers correctly.
Mathematics	Number	<ul style="list-style-type: none"> • I can experiment with my own symbols and marks as well as numerals. • I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). • I can recite numbers 0,1,2, and 3. • I can show finger numbers 0 and 1. 	<ul style="list-style-type: none"> • I can recite numbers 1-5. • I can show 'finger numbers' up to 5. • I can recognise when two groups have the same number of objects. • I can recognise numerals 0,1 and 2. 	<ul style="list-style-type: none"> • I can recite numbers past 5. • I can say one number for each item in order: 1,2,3,4,5. • I can recognise numerals 1-5. • I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • I can solve real world mathematical problems with numbers up to 5. • I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • I can compare quantities using language: 'more than', 'fewer than'.

	<p>Numerical Pattern</p>	<ul style="list-style-type: none"> • I understand position through words alone – for example, “The bag is under the table,” – with no pointing. (adult) • I can use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • I can explore shapes. • I can sequence 2 events in a ‘now’ and ‘next’ context. 	<ul style="list-style-type: none"> • I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • I can combine shapes to make new ones – an arch, a bigger triangle, etc. • I understand position through words alone. (in front, behind and next to) • I can make comparisons between objects relating to size and length. • I can talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • I can sequence 3 events (real or fiction) • I can use words in, on and under. 	<ul style="list-style-type: none"> • I can 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’. • I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’. • I can make comparisons between objects relating to weight and capacity. • I can describe a familiar route. • I can discuss routes and locations, using words like ‘in front of’ and ‘behind’. • I can notice and correct an error in a repeating pattern. • I can extend and create ABAB patterns – stick, leaf, stick, leaf. • I can talk about the position of an object. (in front, behind and next to)
<p>Physical</p>	<p>Gross Motor</p>	<ul style="list-style-type: none"> • I can go up steps and stairs, or climb up apparatus, using alternate feet. • I can use large-muscle movements to wave flags and streamers, paint and make marks • I am continuing to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • I can use a trike and begin to pedal, slowing down and speeding up where appropriate (on a flat surface). • I can climb on apparatus mostly unaided. • I can climb up step one- foot at a time, holding onto a rail for support. • I can work with a partner to roll a ball to them. • I can move the block and planks and use them safely with support. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can pedal a trike guiding and directing it around obstacles (on a flat surface).</p> <p>I can climb down steps one foot at a time.</p> <p>I can jump off apparatus with support.</p>	<ul style="list-style-type: none"> • I am starting to take part in some group activities which I make up for my-self, or in teams. • I am increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • I can match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • I can move safely around the setting, judging if it is safe to run. • I can climb on apparatus suitable for my age unaided.

				<ul style="list-style-type: none"> • I can jump off small apparatus safely landing. • I can start to use a balance bike and move it around the track.
	Fine Motor	<ul style="list-style-type: none"> • I can use a palmer grasp and four-finger grip. • I can hold a jug to pour. E.g. a drink. • I can thread beads on to a lace. • I can complete an Inset puzzle Independently. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • I am showing more independence as I get dressed and undressed, for example, putting coats on and doing up zips. • I can use one-handed tools and equipment, for example, making snips in paper with scissors. • I am showing a preference for a dominant hand. • I can use a comfortable grip with good control when holding pens and pencils. • I can use five finger and pincer grasp. No longer using a whole hand grasp.
Understanding the World	The Natural World	<ul style="list-style-type: none"> • I can talk about what I see, using a growing vocabulary. • Use all their senses in hands-on exploration of natural materials. • I can begin to talk about changes over time • I can begin to talk about today's weather 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • I can understand the key features of the life cycle of an animal. (butterfly, or frog) (The Very Hungry Caterpillar) • I am beginning to understand the need to respect and care for the natural environment and all living things. • I can plant seeds and care for growing plants. • I can explore and talk about different forces they can feel. Pushing and pulling (E.g magnetic attraction, stretching an elastic band but metal will not bend.) • I can talk about the differences between materials and changes they notice. (E.g melting, when cooking). • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I can start to develop an understanding of growth, decay and changes over time. • I can talk about the different types of weather I have experienced. • I can take part in simple experiments and talk about what we did and what happened.

	People and Communities	<ul style="list-style-type: none"> • I can talk about my family. • I am beginning to make sense of my own life-story and family's history. • I am developing a positive attitude about differences between people. 		<ul style="list-style-type: none"> • I am showing interest in different occupations. • I am continuing to develop positive attitudes about the differences between people. 		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • I can recognise and describe special times or events for family or friends. 	
	Past and Present	<ul style="list-style-type: none"> • I can talk about what I looked like and did in the past. (babies) 		<ul style="list-style-type: none"> • I can talk about what I can see. • I can talk about my family history. • I can learn rhymes and listen to stories that my parents/grandparents may have listened to. 		<ul style="list-style-type: none"> • I can talk about what I can see, using a wide vocabulary. • I can talk about changes I notice over time. • I can remember and talk about significant events in my own experience 	
	PSED RE/ PSHE/P4C	Who is special to me?	Special times	Celebrating differences	Friends and family	Our Wonderful World	Moving on – exciting times
	Sharing and Turn Taking	Building resilience	Sharing and Turn Taking	Building resilience	Sharing and Turn Taking	Building resilience	
	Emotions coaching	Zones of regulations	Emotions coaching	Zones of regulations	Emotions coaching	Zones of regulation	
Festivals & British Values	Harvest Festival	Bonfire Night - Diwali Christmas	Chinese New Year	Easter Holi	May day		
Exploring Art and Design	Creating with materials	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. E.g. a simple face. • I can explore colour. • I can explore different materials freely, to develop their ideas about how to use them and what to make. • I can use small world construction to build and balance. 		<ul style="list-style-type: none"> • Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing. • I can develop my own ideas and then decide which materials to use to express them. • I am beginning to develop stories using small world equipment. • I can create 'small' worlds with small construction. • I can explore different textures. • I am beginning to draw shapes to represent objects. 		<ul style="list-style-type: none"> • I can join different materials and explore different textures. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • I can develop my own ideas and then decide which materials to use to express them. • I can use drawing to represent ideas like movement or loud noises. 	
	Being Imaginative	<ul style="list-style-type: none"> • I can listen with increased attention to sounds. • I can join in with familiar songs and rhymes, saying some of the words accurately and using the correct actions. • I can sing the pitch of a tone sung by another person ('pitch match', copying) • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs when copying. • I enjoy playing instruments with some control. 		<ul style="list-style-type: none"> • I can respond to what they have heard, expressing their thoughts and feelings. • I can play instruments with increasing control. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • I can sing an increasing number of familiar songs. 		<ul style="list-style-type: none"> • I can remember and sing entire songs • I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • I can create my own songs or improvise a song around one that I know. • I can play instruments with increasing control to express my feelings and ideas 	

		<ul style="list-style-type: none"> I can take part in simple pretend play based on their own experiences. 					
Visitors, Trips & Enrichments	African Drumming Workshop Road Safety Workshop	Autumn Walk Christmas/ Performances Aspirations day Diwali	Visit the chickens (KS2) Chinese New Year	Spring Walk World Book Day Holi & Easter celebrations	Walk to the Farm INSECT LORE Caterpillars	White Post farm animals	
Whole School							
Charitable events	Yellow day Autumn Foodbank Collection	Children In Need Anti-Bullying Week Autism Awareness	Children's Mental Health week	Red Nose Day Easter Egg Collection	Summer Fayre		