

YN	Connections and Contexts	Communication and Language	Physical Development
S u m m e r 2	<b>Moving on up (to reception)</b>  <b>Teddy bears picnic</b>	Able to talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions.. Begin to “read along” with very familiar books. Comment on books as they are being read. Have favourite books Know a wider range of rhymes. <b>Memorise and learn a variety of songs.</b> <b>Communicates with confidence in a range of situations</b>	Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways. Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Play follow my leader in a small group, imitating a range of gross motor movements.
S u m m e r 1	<b>I Love My Family</b>  <b>Pets</b>  <b>Vegetable Patch</b>	Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences. <b>Can accurately clap out syllables of words.</b> <b>Sustained narrations within own play and role play.</b>	Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanisms.
S p r i n g 2	<b>Easter Traditions</b>  <b>The Local Area</b>	Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes. <b>Can articulate some specificity in detail.</b> <b>With familiar vocabulary I follow directions at three word level.</b> <b>I can follow instructions at a 3 word level in order.</b> <b>Can initiate a clapping rhythm. (syllables)</b> <b>Accurately uses topic based vocabulary</b>	Drive tricycles by pedalling. With an adult hand travel above floor height by walking or crawling. Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine. Take own coat off and put it on.
S p r i n g 1	<b>Winter</b>  <b>Staying Warm</b>	Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes. <b>I can follow instructions at a 3 word level in order.</b> <b>I follow instructions at 3 word level, including early colour, size or position.</b> <b>Engaging others and share thoughts and experiences</b> <b>Remember and recall some topic specific vocabulary</b> <b>Interacts with other children independently.</b> <b>Interacts with less familiar adults.</b>	Hop on the spot and to travel. Bowl, roll, chase and collect, tyres and barrels. Use the toilet independently, managing clothing and washing hands without a reminder. Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Make marks with different size pens with a palmer grip.
A u t u m n 2	<b>Christmas celebrations</b>  <b>You’ve got a friend in me.</b>	Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated. <b>Articulates their choice of area of play.</b> <b>Articulates what they have done in independent play.</b> <b>Can name some resources accurately used across the classroom.</b> <b>I discriminate a sound and name it.</b> <b>I can follow a clapping rhythm. (syllables)</b> <b>I can initiate interactions with adults.</b>	Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders.
A u t u m n 1	<b>Knowing me knowing you</b>	Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated <b>Respond appropriately to adult interaction.</b> <b>Can listen attentively in a context they enjoy.</b> <b>Listens attentively responds to auditory signals.</b> <b>Can be part of a larger group and listen to a story.</b> <b>With familiar vocabulary I can follow instructions at two word level.</b> <b>I initiate interactions using talk my range of phrases may still be limited.</b> <b>To and fro mirroring of play.</b> <b>Be able to name the different areas of the classroom.</b>	Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick. Roll, chase and collect a ball. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.

YN	Connections and Contexts	PSED	Literacy
S u m m e r 2	<b>Moving on up (to reception)</b>  <b>Teddy bears picnic</b>	Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help new children by directing them towards activities and resources and solving simple practical tasks for them. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.	Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers Use imitative writing during role play. Demonstrate a hand preference. Write symbols in an order which approximate to their name.
S u m m e r 1	<b>Pets</b>  <b>Vegetable Patch</b>	Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self-calming spontaneously. Carry out simple tasks requested to help someone else Use a small range of adjectives to describe the emotions of story characters and friends.	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them.
S p r i n g 2	<b>Easter Traditions</b>  <b>The Local Area</b>	Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support. <b>Be able to respond to and interact with any of the key workers in provision</b>	Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales. <b>Be able to listen intently to an adult reading fiction</b>
S p r i n g 1	<b>Winter</b>  <b>Staying Warm</b>	Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal.	Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools.
A u t u m n 2	<b>Christmas celebrations</b>  <b>You've got a friend in me.</b>	Become more outgoing with other adults in the setting. Begin to link up with others from their key worker group by holding hands and travelling to the same play area. Locate and bring additional resources to activities to achieve a particular goal. <b>Able to approach an adult for support.</b>	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make marks on a range of scales with a range of tools and grips.
A u t u m n 1	<b>Knowing me knowing you</b>	Form a secure bond with key worker and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity. <b>Manage emotions when main carer leaves.</b> <b>Recognise that they are part of a bigger community and nursery family.</b>	Maintain focus on a short picture book share with an adult until the end. Make marks on a range of scales with a range of tools and grips.

YN	Connections and Contexts	Expressive Arts and Design	
S u m m e r 2	<b>Moving on up (to reception)</b>  <b>Teddy bears picnic</b>	Generate simple stories inspired by props. Create original stories with small world figures, including dialogue Use mark making tools to make very simple representational drawings. Accurately match instrumental sounds to familiar percussion instruments. Is able to make effective choices for materials Make an end product from a given brief using play dough <i>Matching onomatopoeic words to environmental sounds. (Timbre and texture)</i> <i>Copy very short rhythmic patterns derived from words. (Pulse and Rhythm)</i> <i>Memorise short simple melodies as part of the repertoire of songs. (Pitch)</i> <i>Move/play/sing fast and move/play/sing slow (Dynamics and tempo)</i>	
S u m m e r 1	<b>Pets</b>  <b>Vegetable Patch</b>	Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes.	
S p r i n g 2	<b>Easter Traditions</b>  <b>The Local Area</b>	Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. Use play dough purposefully to create an end product. <i>Adding simple body percussion and vocal sounds to short rhymes. (Timbre and texture)</i> <i>Feel and mark the beat of musical pieces with body percussion. (Pulse and Rhythm)</i> <i>Move/play and stop and move/play and stop. (Dynamics and Tempo)</i> <i>Make and conduct patterns of high and low sounds. (Pitch)</i>	
S p r i n g 1	<b>Winter</b>  <b>Staying Warm</b>	Use materials for a purpose. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes. Use mark making tools to make enclosed shapes. <i>Imitating environmental sounds vocally and with body percussion. (Timbre and texture)</i>	
A u t u m n 2	<b>Christmas celebrations</b>  <b>You've got a friend in me.</b>	Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips. <i>Join in an adult led beat. (Pulse and Rhythm)</i> <i>Respond to and create noise verses silence. Recognise and create loud and soft noises. (Dynamics and Tempo)</i> <i>Recognising and match environmental sounds (Timbre and Texture)</i> <i>Match high and low notes to high and low in space. (Pitch)</i>	
A u t u m n 1	<b>Knowing me knowing you</b>	Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips. Make marks and shapes with play dough	

YN	Connections and Contexts	Mathematics	Understanding the World
S u m m e r 2	<b>Moving on up (to reception)</b>  <b>Teddy bears picnic</b>	Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller Correct an error in an ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories.	Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Answer closed and anticipatory questions in simple adult led experiments about the properties of materials Use remote control toys to a particular end and explain how to do it. Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Recognise self in baby photographs and relate simple family stories about babyhood. Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing. Describe and enact some of the roles of community figures
S u m m e r 1	<b>Pets</b>  <b>Vegetable Patch</b>	Link numerals to sets of 1, 2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past.	Actively explore the properties of everyday materials through spontaneous experimentation. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Name family members in photographs. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.
S p r i n g 2	<b>Easter Traditions</b>  <b>The Local Area</b>	Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to Fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.	Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work
S p r i n g 1	<b>Winter</b>  <b>Staying Warm</b>	Subitise within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building. Arrange 2D shapes, narrating choices with informal descriptions of properties. Create a set out of positive and negative examples of objects. Use everyday language to compare size	Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. Respond appropriately to adult guidance to treat living things with care. <b>Is confident to participate in fire pit activities</b>
A u t u m n 2	<b>Christmas celebrations</b>  <b>You've got a friend in me.</b>	Compare small sets of objects by processing language "more than" and "fewer than". Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members.	Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys <b>Independently follows forest school rules and routines.</b> <b>Confident to actively participate in the wider community.</b>
A u t u m n 1	<b>Knowing me knowing you</b>	Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child-initiated play. Match pairs to demonstrate a secure grasp of commonality.	Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things. <b>Shows awareness of the chickens basic needs and chicken care.</b> <b>Awareness of rules and routines of forest school.</b>

