| Area of Learring | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer I | Summer 2 |
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| Possible Themes/Interests/Lines of Enquiry | Our School in the Middle of Our Street Autumn <br> Halloween <br> Harvest | Builders and Fixers <br> Get Moving <br> Christmas <br> Bonfire Night | Lel's Investigate! Chinese New Year Winter Planting/Gardening | Keeping Heallhy Pancake Day Easter | Life cycles - Frog/butterfly/plant/sunflowers Harlow Carr visit <br> Local Area - Local park visit | Summer holidays (past and present) <br> Hot places <br> Rockpools <br> Mermaids <br> Pirates |
|  | $\square \quad$ Focusing attention - can still listen or do, but can change their own focus of attention <br> $\square$ Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box <br> $\square \quad$ Can retell a simple past event in correct order (e.g. went down slide, hurt finger) <br> $\square$ Builds up vocabulary that reflects the breadth of their experiences <br> $\square$ Uses talk in pretending that objects stand for something else in play. e.g. This box is my castle | $\square$ Is able to follow directions (if not intently focused) <br> $\square$ Listens to others in one-to-one or small groups, when conversation interests them <br> $\square$ Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture <br> $\square$ Able to use language in recalling past experiences <br> $\square \quad$ Conlinues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and cullure <br> $\square \quad$ Uses intonation, rhythm and phrasing to make the meaning clear to others | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Understands use of objects (e.g. Which one do we cut with?) <br> Uses talk to explain what is happening and anticipate what might happen next Beginning to use a range of tenses (e.g. play. playing, will play, played) <br> Talks more extensively about things that are of particular importance to them | $\square \quad$ Listens to familiar stories with increasing attention and recall <br> $\square$ Beginning to understand why and how questions <br> $\square$ Beginning to use more complex sentences to link thoughts (e.g. using and, because) <br> $\square$ Questions why things happen and gives explanations. Asks e.g. who, what, when, how | May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <br> $\square$ Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion <br> $\square \quad$ Uses language to imagine and recreate roles and experiences in play situations <br> $\square$ Links statements and sticks to a main theme or intention | May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <br> $\square$ Beginning to understand humour, e.g. nonsense rhymes, jokes <br> $\square$ Understands questions such as who; why: when; where and how <br> $\square \quad$ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events |
|  | Children will take part in circle Times daily to encourage their listening and attention skills. Children will also have consistent use of MTYT to encourage to learning and repetition of new vocabulary. |  |  |  |  |  |
| Personal, Social and Emotional Development Sel $\mathrm{f}_{\mathrm{f}}$-regulation | $\square \quad$ Seeks out companionship with adults and other children, sharing experiences and play ideas <br> $\square \quad$ Enjoys a sense of belonging through being involved in daily tasks <br> $\square$ Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adulls for help <br> $\square$ May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares | $\square \quad$ Enjoys playing alone, alongside and with others, inviling others to play and attempting to join others' play <br> $\square$ Is sensitive to others' messages of appreciation or criticism <br> $\square \quad$ Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety. guill and self-doubt <br> $\square$ Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a toy to another who wants it <br> $\square \quad$ Uses their experiences of adull behaviours to guide their social relationships and interactions <br> $\square$ Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others <br> $\square$ Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings | $\square \quad$ Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <br> $\square$ Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers <br> $\square \quad$ Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants | $\square \quad$ Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' Hhinking <br> $\square$ Returns to the secure base of a familiar adull to recharge and gain emotional support and practical help in difficult situations <br> $\square \quad$ Has a clear idea about what they want to do in their play and how they want to go about it <br> $\square$ Shows confidence in choosing resources and perseverance in carrying out a chosen activity <br> $\square$ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met <br> $\square \quad$ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise | $\square \quad$ Is proactive in seeking adult support and able to articulate their wants and needs <br> $\square$ Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group <br> $\square \quad$ Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <br> $\square$ Talks about their own and others' feelings and behaviour and its consequences <br> $\square \quad$ Is aware of behavioural expectations and sensitive to ideas of justice and fairness |
| Religious Education | Celebrations - Birthays | Christmas Story and Symbols | How do peeple show they belong? | Easter | How do peeple express care and concern for others? | How do important people within religious groups show care and concern? |
| Physical Development <br> (1) do © - | $\square \quad$ Climbs stairs, steps and moves across climbing equipment using allernate feet. Maintains balance using hands and body to stabilise <br> $\square$ Runs with spatial awareness and negotiactes space successfully, adjusting speed or direction to avoid obstacles <br> $\square$ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play <br> $\square \quad$ Can name and identify different parts of the body <br> $\square \quad$ Can mirror the playful actions or movements of another adull or child | $\square$ Walks down steps or slopes whilst carrying a small object, maintaining balance and stability <br> $\square \quad$ Observes and can describe in words or actions the effects of physical activity on their bodies. <br> $\square \quad$ 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 | Can balance on one foot or in a squat momentarily, shifting body weight to improve stability <br> $\square \quad$ Creates lines and circles pivoling from the shoulder and elbow <br> $\square \quad$ Can wash and can dry hands effectively and understands why this is important <br> $\square$ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves | $\square$ Can grasp and release with two hands to throw and catch a large ball, beanbag or an object <br> $\square$ Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <br> $\square \quad$ Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely <br> $\square$ Willing to try a range of different textures and tastes and expresses a preference <br> $\square \quad$ Observes and controls breath, able to take deep breaths, scrunching and releasing the breath | Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Handles tools, objects, construction and malleable materials safely and with increasing control and intention <br> $\square$ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <br> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it <br> Shows a preference for a dominant hand <br> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good heallh <br> Shows understanding of the need for safely when tackling new challenges, and considers and |


|  | $\square \quad$ Working towards a consistent, daily pattern in relation to eating. |  |  |  |  | Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad <br> Can initiote and describe playyul actions or movements for other children to mirror and follow <br> Usually dry and clean during the day | manages some risks by taking independent action or by giving a verbal warring to others |
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|  | Children will have the daly input of Dough Disco to encourage finger strenght and fine molor stills |  |  |  |  |  |  |
|  | Comprehension: <br> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories <br> Shows interest in illustrations and words in print and digital books and words in the environment Handles books and touch screen technology carefully and the correct way up with growing competence <br> Word Reading: <br> $\square \quad$ Claps or taps the syllables in words during sound play | Comprehension: <br> $\square \quad$ Listens to and joins in with stories and poems, when reading one-to-one and in small groups <br> $\square \quad$ Talks about events and principal characters in stories and suggests how the story might end <br> $\square \quad$ Looks at and enjoys print and digital books independently <br> Word Reading: <br> $\square \quad$ Hears and says the initial sound in words <br> $\square \quad$ Recognises rhythm in spoken words, songs, poems and rhymes | Comprehension: <br> $\square$ Begins to navigate apps and websites on digital media using drop down menu to select wessites and icons to select apps <br> Word Reading: <br> $\square$ Begins to develop phonological and phonemic awareness |  | Word Reading: <br> $\square$ Recognises familiar words and signn such as own name, adveritising logos and screen icons Knows thal print carries meaning and, in English. is read from lef to right and top to boltom Shows awareness of fyyme and alliterction | Comprehension: <br> $\square \quad$ Re-enacts and reinvents stories they have heard in their play <br> $\square \quad$ Is able to recall and discuss stories or information that has been read to them, or they have read themselves <br> Word Reading: Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | Word Reading: <br> $\square \quad$ Begins to develop phonological and phonemic awareness <br> Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them |
| Phonics | - Regulor ' $\mathrm{FRED} D^{\text {gannes }}$ to encourrage children 's blending skills <br> Children to understand m.as.s.i.n.p.g.o as sounds and menemonics | Regular 'FRED' games to encourage children's blending skills <br> Children to understand m.a.s.s.i.n.p.g.g. as sounds and mnemonics | $\square \quad$ Regular 'FRED' $g$ blending skills <br> $\square \quad$ Children to unde sounds and mnem | nes to encourage children's and c, k, u,b.f.e.e, l, h, ,r as nics | $\square \quad$ Regular 'FRED' games to encourage children's blending skills Children to understand c,k,u,b.f.e,l,r,h,r as sounds and mnemonics | $\square \quad$ Children beginning to orally blend words they hear independently <br> $\square \quad$ Children to recognise all single letter sounds and mnemonics | $\square \quad$ Children beginning to orally blend words they hear independently <br> $\square$ Children to recognise all single letter sounds and mnemonics |
| Literacy <br> Write Stuff Development | Emergent wriling: <br> $\square \quad$ Sometimes gives meaning to their drawings and paintings <br> $\square \quad$ Includes mark making and early writing in their play <br> Noticing Lens | Emergent wriling: <br> $\square \quad$ Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes <br> Handwriting <br> $\square \quad$ Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right | Composition <br> $\square \quad$ Makes up stories, p response to experie <br> $\square \quad$ Shows interest in identifying the ini and other familia | y scenarios, and drawings in ces, such as outings ers on a keyboard, letter of their own name ords <br> ttly will relate to their nam <br> ing Lens | Composition: <br> $\square$ Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves <br> Handwriting: <br> $\square \quad$ Begins to make letter-type shapes to represent the initial sound of their name and other familiar words <br> phonics phases and other letters which children have | Composition <br> - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology <br> Spelling: <br> $\square \quad$ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name <br> been taught to form correctly) <br> Feeling Lens | Emergent wriling: <br> Spelling: <br> $\square$ <br> Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |
|  | Recognising, Naming and <br> Matching Colours <br> Sorting <br> Continuing AB Patterns <br> Size (big/small) | Comparing Groups of Objects (more or less and same) <br> Counting Principles (touch counting, total | Numbers l-3 <br> Explore composition of number, representing number, recognition of number | $\begin{aligned} & 20 \text { Shapes arcle and } \\ & \text { Htiongle } \end{aligned}$ | Numbers 3-6 <br> Explore composition of number, representing number, recognition of number <br> 2D Shapes; square and rectangle | Properties of Shape My Day - Routine Comparing Lenght (long/short) | Weight (hearylight) <br> Capacty (fullemply/half full) <br> Postion and Prepositions (language of direction and <br> position |


| Ongoing throughout the year | Counting Nursery Rhymes and Days of the Week Song Recognition of Numbers |  |  |  |  |  |
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| Understanding the World | Enquiry <br> $\square \quad$ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world <br> Chronology <br> $\square$ Shows interest in the lives of people who are familiar to them <br> $\square \quad$ Recognises and describes special limes or events for family or friends Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets | Enquiry <br> $\square$ Shows care and concern for living things and the environment <br> Chronology <br> $\square \quad$ Enjoys joining in with family customs and routines <br> $\square \quad$ Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support <br> $\square$ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images | Enquiry <br> $\square$ Shows interest in different occupations and ways of life indoors and outdoors <br> $\square \quad$ Developing an understanding of growth, decay and changes over lime <br> $\square$ Begin to understand the effect their behaviour can have on the environment <br> Chronology <br> $\square$ Remembers and talks about signijicant events in their own experience <br> $\square$ Knows that information can be retrieved from digital devices and the internet | Enquiry <br> $\square$ Talks about why things happen and how things work <br> Chronology 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 Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet | Enquiry <br> $\square$ Makes observations of animals and plants and explains why some things occur, and talks about changes <br> Chronology <br> $\square$ Knows that other children do not always enjoy the same things, and is sensilive to this <br> Mapping <br> $\square \quad$ Talks about the features of their own immediate environment and how environments might vary from one another <br> $\square$ Uses ICT hardware to interact with age appropriate computer software | Enquiry <br> $\square$ Knows about similarilies and differences in relation to places, objects, materials and living Hhings <br> Chronology <br> $\square \quad$ Knows about similarities and differences belween thenselves and others, and among families, communities, cultures, and traditions <br> $\square$ Completes a simple program on electronic devices |
|  | Children will constantly be encouraged to ask questions about the world around them and discuss what they see. Seasons will be revisited each term to discuss the changes and any observations children have made. |  |  |  |  |  |
| Expressive Arts and Design | $\square \quad$ Explores and learns how sounds and movements can be changed <br> $\square \quad$ Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home <br> $\square \quad$ Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally. balancing, making enclosures and creating spaces. <br> $\square \quad$ Sings to self and makes up simple songs <br> $\square \quad$ Plays alongside other children who are engaged in the same theme | $\square \quad$ Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns <br> $\square \quad$ Conlinues to explore colour and how colours can be changed <br> $\square$ Experiments and creates movement in response to music, stories, and ideas <br> $\square$ Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously | $\square \quad$ Enjoys joining in with moving, dancing and ring games <br> $\square$ Taps out simple repeated rhythms <br> $\square$ Creates sounds, movements, drawings to accompany stories <br> $\square \quad$ Engages in imaginative play based on own ideas or first-hand or peer experiences | $\square \quad$ Develops an understanding of how to create and use sounds intentionally <br> $\square \quad$ Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience <br> $\square \quad$ Uses movement and sounds to express experiences, expertise, ideas and feelings <br> $\square \quad$ Uses available resources to create props or creates imaginary ones to support play | $\square \quad$ Begins to build a collection of songs and dances <br> $\square$ Introduces a storyline or narrative into their play | Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Creates representations of both imaginary and real-life ideas, events, people and objects <br> Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative |
|  | Children to take part in daily Nursery Rhymes and the use of flipper flappers to develop their movements to music. |  |  |  |  |  |

