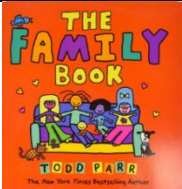
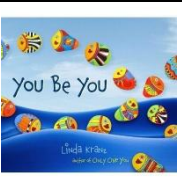
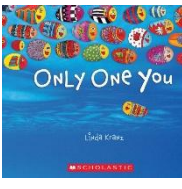
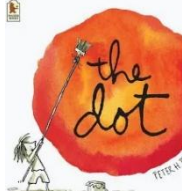
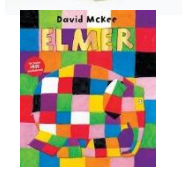
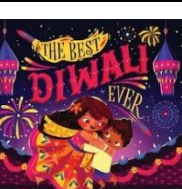
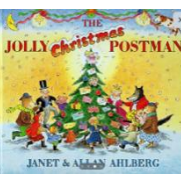
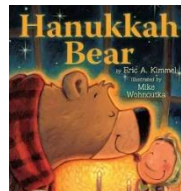
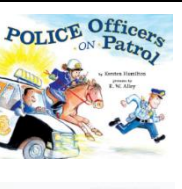
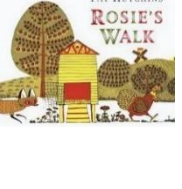
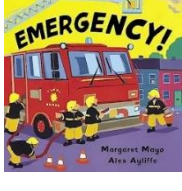
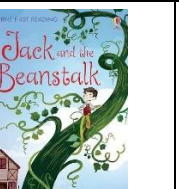
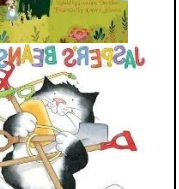
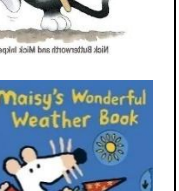
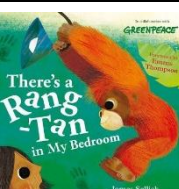
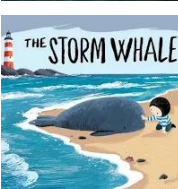
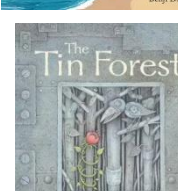
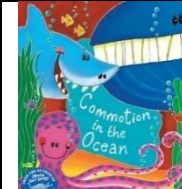
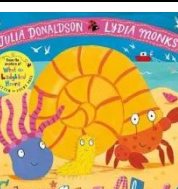
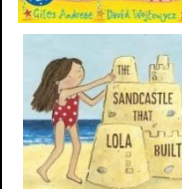


Early Years Long Term Plan

2026 - 2027

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	What makes me special?	Why do people celebrate?	How do our emergency services help us?	What changes in our local area during spring time?	Who shares our world?	What will I find on a trip to the seaside?
Core Texts	      	    	    	     	     	     
Possible Enhancements	Family photos, homes, feelings, friendships, classroom community, maps, self-portraits.	Diwali, Bonfire Night, birthdays, Christmas, Hanukkah, light, traditions, Celebration role play, party planning, wrapping station, light table, celebration clothes, baking, card making, music and dance,	Emergency services role play, small world town, junk modelling vehicles, maps, construction station, doctor's surgery, investigation station, simple first aid role play, road safety	Plants, life cycles, farms, minibeasts, weather, caring for living things, investigation table, nature walks, bug hotel, flower shop, transient art with natural materials, bird feeders, weather station	Animals, habitats, oceans, jungles, pets, conservation, small world habitats, animal sorting, bug investigation, animal art studio, construction dens, water tray oceans, woodland small world, camouflage investigation	Beach role play, shell investigation, rock pools, ice cream shop, postcard writing, water tray boats, map making, sand engineering, café role play, ocean small world
Above and beyond		Parent visitor - Bollywood dancing	Community visitor - police, fire brigade, nurse			

Reception Long Term Plan

Communication and Language	Autumn 1 - Settling and communicating Learning classroom routines and expectations. Developing attention and listening behaviours. Building confidence to communicate needs, ideas and experiences. Developing relationships through talk and play.	Autumn 2 - Building confidence Extending attention and concentration. Following two-step instructions. Developing vocabulary through stories and experiences. Beginning to hold conversations and ask questions.	Spring 1 - Extending language Increasing attention and listening stamina. Following more complex instructions. Developing understanding of increasingly varied vocabulary. Speaking in longer, more detailed sentences. Beginning to explain, predict and give reasons.	Spring 2 - Developing reasoning and conversation Sustaining attention during longer teaching and discussions. Understanding and responding to more complex questions. Retelling and recounting in sequence. Using language to explain, reason, negotiate and solve problems.	Summer 1 - Becoming confident communicators Listening and responding appropriately across a range of contexts. Following detailed instructions independently. Using a broad vocabulary, including subject-specific language. Sustaining conversations and explaining ideas in detail.	Summer 2 - Working towards the ELG Consolidating listening, attention and understanding skills. Demonstrating understanding through relevant questions, comments and actions. Following instructions involving several ideas or actions. Speaking confidently and effectively with awareness of the listener. Using well-formed sentences and accurate past, present and future forms. Using a broad vocabulary and connecting ideas with conjunctions.
Personal, Social and Emotional Development	Autumn 1 - Settling, belonging and feeling safe Learning classroom routines and expectations. Developing a sense of belonging. Building relationships with key adults and peers. Learning to communicate feelings and needs. Beginning to share, take turns and manage personal routines.	Autumn 2 - Developing independence and friendships Following routines with increasing independence. Recognising and talking about a wider range of emotions. Developing friendships and cooperative play. Beginning to manage small frustrations. Developing independence with personal care and belongings.	Spring 1 - Developing self-regulation and resilience Naming and explaining emotions. Using strategies to manage feelings. Developing perseverance when things are challenging. Making healthy choices. Developing cooperation, empathy and problem-solving with peers.	Spring 2 - Managing behaviour and relationships Adapting behaviour to different situations. Understanding consequences and the importance of rules. Developing independence in routines and personal care. Negotiating and compromising with others. Resolving disagreements using language.	Summer 1 - Becoming independent and resilient Managing emotions and behaviour with increasing independence. Demonstrating resilience and perseverance. Making informed choices about health and safety. Developing strong friendships and collaborative skills. Showing empathy and respect for others.	Summer 2 - Working towards the ELGs Regulating emotions and behaviour appropriately. Following rules and understanding why they are important. Demonstrating resilience, independence and perseverance. Managing personal needs and making healthy, safe choices. Building positive relationships and friendships. Cooperating, taking turns, negotiating and compromising. Showing sensitivity to others' needs and feelings.
Physical Development	Autumn 1 - Settling in and developing physical foundations Gross Motor To explore climbing, balancing and moving safely on large apparatus. To run, stop and change direction. To jump with two feet and land safely. To explore different ways of moving, including crawling, rolling, jumping and hopping.	Autumn 2 - Developing control and coordination Gross Motor To run, stop and change direction with increasing control. To jump forwards and land safely with two feet. To balance on one foot for a short period. To balance along low beams or balance equipment. To climb, crawl and travel across apparatus safely.	Spring 1 - Developing coordination and precision Gross Motor To run with increasing speed and control. To stop, start and change direction quickly. To hop on one foot. To jump over obstacles and land safely. To balance on one foot and while moving.	Spring 2 - Applying and combining physical skills Gross Motor To combine different movements, such as running and jumping. To hop and begin to skip with increasing control. To change speed and direction when moving. To maintain balance when moving across different surfaces.	Summer 1 - Developing strength, fluency and precision Gross Motor To run, jump, hop and skip with increasing fluency. To combine different movements into a sequence. To balance when moving, stopping and changing direction. To complete increasingly challenging obstacle courses. To climb using a range of apparatus.	Summer 2 - Refining skills and applying them independently Gross Motor To run, jump, hop and skip confidently. To combine different movements fluently and confidently. To change direction and speed in response to instructions. To complete obstacle courses independently and adapt movements to different challenges.

	To move safely around others and negotiate space. To develop core strength through climbing, hanging and crawling activities. To develop confidence when using outdoor physical equipment. To begin to follow simple instructions during physical activities. Fine Motor To develop independence with putting on and taking off coats, shoes and wellies. To develop hand strength through rolling, squeezing, pinching and manipulating playdough and clay. To develop finger strength through threading, peg activities and using tweezers. To explore large-scale mark-making using a range of tools and surfaces. To hold pencils, crayons and paintbrushes with increasing control. To use scissors safely with adult support. To use large construction materials to develop hand strength and coordination. To develop hand-eye coordination through puzzles, posting and construction activities.	To negotiate an obstacle course safely. To throw and catch a large ball. To roll and kick a ball towards a target. To explore using bats, rackets and other large equipment. To develop awareness of space when moving around others. Fine Motor To manage coats, shoes and simple fastenings with increasing independence. To change for PE with increasing independence. To strengthen fingers and hands through playdough and malleable materials. To develop fine motor control through threading, weaving, pegboards and construction. To use both hands together to complete practical tasks. To cut along a straight line using scissors. To develop pencil control through patterns, shapes and early letter formation. To use a range of tools safely, including pencils, scissors, paintbrushes and glue spreaders. To develop increasing control when manipulating small objects.	To travel across climbing and balancing equipment with increasing confidence. To throw and catch different-sized balls. To kick a ball towards a target. To aim at a target with increasing accuracy. To use bats, rackets and paddles to hit a ball. To develop hand-eye coordination through ball and equipment games. Fine Motor To independently manage most dressing and personal care routines. To change for PE and organise clothing with increasing independence. To use scissors to cut along straight and curved lines. To develop pencil control through drawing patterns and shapes. To form some letters and numbers with increasing accuracy. To develop fine motor precision through threading, tweezers, small construction and peg activities. To manipulate small objects with increasing precision. To develop hand strength through modelling, dough and construction activities. To use a range of tools with increasing control.	To complete an obstacle course involving climbing, crawling, balancing and jumping. To throw and catch a ball with increasing accuracy. To kick and aim a ball towards a target. To use bats and rackets to hit a stationary or moving ball. To use ball skills in partner and small-group games. To follow and perform a simple movement sequence. To coordinate movements during dance and movement activities. Fine Motor To independently manage clothing and PE routines. To cut around simple shapes using scissors. To control drawing and painting movements to create detailed pictures. To form letters and numbers with increasing accuracy. To develop fine motor control through small construction, threading, weaving and modelling. To strengthen hands and fingers through dough, clay and resistance activities. To use a range of tools for different purposes with increasing control. To manipulate small construction materials with increasing precision. To develop hand-eye coordination through practical and creative activities.	To throw and catch with increasing accuracy. To kick, aim and strike a ball with increasing control. To use bats, rackets and other equipment with increasing control. To take part in simple team games and follow agreed rules. To perform a simple dance or movement sequence. To move in time to music. Fine Motor To independently manage personal care and dressing routines. To change for PE independently and organise clothing. To cut around a range of shapes with increasing precision. To use accurate pencil control and form letters correctly. To write letters and numbers with increasing consistency. To use fine motor skills during detailed craft, construction and modelling activities. To develop hand and finger strength through practical activities and tool use. To use a range of tools with increasing precision and control. To develop increasing accuracy when manipulating small objects and materials.	To climb and balance using a range of apparatus. To throw, catch and kick with increasing accuracy. To take part in simple team games, following rules and cooperating with others. To strike a ball using bats, rackets and paddles. To create and perform a simple movement or dance sequence. To move with increasing control in time to music. To apply physical skills confidently in new and unfamiliar activities. Fine Motor To independently manage coats, shoes, fastenings and PE changing. To independently manage personal hygiene routines. To use a range of tools safely and accurately for different purposes. To cut around more complex shapes with increasing precision. To use a controlled pencil grip for writing and drawing. To form letters and numbers accurately and consistently. To demonstrate fine motor control through detailed drawing, writing, construction and craft activities. To manipulate small objects and materials with precision. To apply fine motor skills confidently in new and unfamiliar activities. To demonstrate increasing independence and control when completing detailed practical tasks.
Literacy	Autumn 1 - Building early literacy foundations Developing positive attitudes towards books, stories, rhymes and reading. Learning to handle books carefully and understand how print works. Listening to and joining in with familiar stories, rhymes and songs.	Autumn 2 - Developing early reading and writing skills Developing secure knowledge of taught letter-sound correspondences. Oral blending and segmenting simple words. Beginning to blend sounds to read simple words. Reading some taught tricky or common exception words.	Spring 1 - Developing fluency and independence Applying phonics knowledge to read unfamiliar words. Reading simple words and captions with increasing independence. Developing fluency when reading decodable texts matched to phonics knowledge.	Spring 2 - Applying reading and writing skills Reading simple sentences with increasing accuracy and fluency. Using phonics knowledge to decode unfamiliar words. Rereading text when meaning is unclear. Developing comprehension through prediction, inference and explanation.	Summer 1 - Developing fluency, comprehension and composition Reading books matched to phonics knowledge with increasing fluency and confidence. Applying phonics knowledge to decode unfamiliar words independently.	Summer 2 - Working towards the Early Learning Goals Reading simple sentences and books with increasing fluency and understanding. Applying phonics knowledge to decode unfamiliar words. Reading taught tricky or common exception words automatically.

	Developing phonological awareness through rhyme, rhythm, syllables and environmental sounds. Hearing and identifying initial sounds in familiar words. Beginning to recognise and use taught letter-sound correspondences. Exploring mark-making and giving meaning to marks. Developing pencil control and early letter formation. Writing their name and beginning to use phonics to represent sounds. Developing confidence in talking about books, pictures and their own ideas.	Listening to and discussing a range of stories and non-fiction texts. Retelling familiar stories and joining in with repeated phrases. Answering simple questions and making predictions about stories. Developing letter formation and writing recognisable letters. Using phonics to write simple words and captions. Beginning to write simple sentences with adult support. Developing awareness of capital letters, finger spaces and full stops.	Reading and recognising an increasing number of tricky or common exception words. Retelling stories in sequence and describing characters and settings. Answering questions requiring explanation and simple inference. Developing understanding of vocabulary encountered in books. Forming most taught letters correctly. Segmenting words into phonemes for spelling. Writing simple words and captions independently. Beginning to write simple sentences and reread them to check meaning.	Comparing characters, settings and events in familiar stories. Recalling key information from non-fiction texts. Writing simple sentences independently. Using capital letters and full stops with increasing consistency. Leaving spaces between words. Writing for different purposes, such as labels, captions, lists and simple sentences. Rereading and making simple changes to improve writing.	Reading taught tricky or common exception words automatically. Demonstrating understanding of texts through prediction, inference and explanation. Retelling stories with a clear beginning, middle and end. Using vocabulary from books in conversation and writing. Writing several linked sentences about familiar experiences and topics. Using phonics knowledge to spell words, including words containing taught digraphs and trigraphs. Using capital letters, full stops and finger spaces with increasing consistency. Writing independently for a range of purposes. Rereading writing and making corrections or additions.	Demonstrating understanding of stories, poems and non-fiction texts. Retelling stories in a clear and logical sequence. Answering questions involving prediction, inference and explanation. Making connections between different texts and personal experiences. Writing recognisable letters, most of which are correctly formed. Spelling words using their phonic knowledge. Writing simple phrases and sentences that can be read by others. Writing for different purposes, including narratives, recounts, captions, labels and messages. Using capital letters, finger spaces and full stops in simple sentences. Rereading and editing their writing to check that it makes sense. Expressing their own ideas and experiences through independent writing.
Mathematics	Autumn 1 – Building mathematical foundations Developing positive attitudes towards mathematics. Establishing mathematical routines and language. Counting objects in meaningful contexts. Developing one-to-one correspondence. Exploring numbers to 5. Subitising small quantities. Comparing groups using more, fewer and same. Exploring simple patterns, shapes, measures and positional language.	Autumn 2 – Developing understanding of numbers to 5 Counting reliably beyond 10. Recognising and representing numbers to 5. Comparing quantities. Exploring one more and one less. Developing understanding of the composition of numbers to 5. Developing repeating patterns. Comparing size, length and weight. Naming and describing common 2D shapes.	Spring 1 – Developing numbers to 10 Developing secure counting and cardinality. Recognising, representing and ordering numbers to 10. Subitising to 5. Finding one more and one less. Exploring number bonds to 5. Partitioning numbers to 5. Comparing quantities and measurements. Developing understanding of 2D and 3D shapes.	Spring 2 – Applying number knowledge Counting forwards and backwards within 10. Developing secure understanding of numbers to 10. Partitioning numbers in different ways. Developing number bonds to 5 and 10. Solving simple addition and subtraction problems. Using mathematical representations to record thinking. Comparing and ordering objects using measurement. Describing shape, position and spatial relationships.	Summer 1 – Developing mathematical fluency Counting beyond 20. Recognising and representing numbers to 20. Finding one more and one less. Developing secure number bonds to 5 and 10. Exploring doubles and equal groups. Solving practical addition and subtraction problems. Developing mathematical reasoning and explaining strategies. Applying knowledge of shape, space and measure.	Summer 2 – Working towards the ELGs Demonstrating a secure understanding of numbers to 10. Subitising and recognising small quantities. Automatically recalling some number bonds to 5 and some to 10. Understanding the composition of numbers to 10. Comparing quantities and numbers using mathematical language. Solving simple addition and subtraction problems. Counting beyond 20 and recognising patterns in the counting system. Exploring and continuing numerical patterns.

						Applying mathematical knowledge to solve problems in practical contexts.
Understand the World	Autumn 1 – Me, my family and my immediate environment Talking about families and significant people. Exploring the local environment. Developing awareness of similarities and differences. Exploring the natural world using the senses. Naming familiar plants and animals. Exploring and comparing materials. Observing and talking about changes in the environment. Developing care and respect for living things.	Autumn 2 – Celebrations, communities and seasonal change Learning about celebrations and traditions. Exploring the local community and people who help us. Recognising different families, cultures and traditions. Exploring animals, plants and their characteristics. Observing seasonal changes. Exploring and comparing materials. Beginning to use simple tools to investigate and observe.	Spring 1 – The world around us Exploring the past through personal and family history. Comparing life in the past and present. Exploring different environments and communities. Learning about people and places around the world. Exploring animals, plants and habitats. Observing seasonal changes in winter. Developing skills of observation, questioning and prediction.	Spring 2 – Exploring our local and wider world Exploring changes over time. Comparing old and new objects and ways of life. Comparing different environments and communities. Learning about different cultures, beliefs and traditions. Exploring habitats and why animals live in particular places. Observing changes in spring. Investigating how plants grow and change.	Summer 1 – Our natural world and the wider world Developing understanding of how people live in different places. Comparing the UK with another country. Exploring different cultures and communities. Investigating plants, animals and habitats. Exploring seasonal changes. Observing plant growth and development. Making predictions and recording observations.	Summer 2 – Consolidating understanding and making connections Talking confidently about their family, community and the wider world. Describing similarities and differences between people, places and cultures. Using simple maps and other sources to explore places. Explaining how plants and animals are suited to their habitats. Describing seasonal changes and changes as living things grow. Making careful observations and recording findings in different ways. Using observations to suggest answers and explanations. Demonstrating care and respect for the natural environment.
Expressive Arts and Design	Autumn 1 – Exploring and experimenting Exploring a wide range of creative materials and tools. Experimenting with colour, texture, shape and sound. Developing confidence in mark-making, painting, modelling and construction. Exploring different ways to make sounds. Joining in with familiar songs and rhymes. Exploring movement in response to music. Developing pretend play based on familiar experiences. Using objects symbolically in play.	Autumn 2 – Developing creative skills Selecting materials for a particular purpose. Exploring colour mixing and different artistic techniques. Developing cutting, joining, modelling and construction skills. Representing familiar people, objects and experiences through art. Singing familiar songs and rhymes with increasing confidence. Exploring musical instruments and different sounds. Developing role play and simple storylines. Using stories as inspiration for imaginative play.	Spring 1 – Developing control and intention Selecting appropriate tools and materials independently. Developing control when drawing, painting and cutting. Creating recognisable representations. Combining different materials and techniques. Exploring rhythm and creating simple rhythmic patterns. Developing singing skills and musical awareness. Creating movements to represent ideas and characters. Developing storylines through role play and small-world play.	Spring 2 – Creating with increasing independence Using creative techniques intentionally to achieve an effect. Developing detail and accuracy in artwork. Planning and constructing models and structures. Adapting and refining creative ideas. Singing familiar songs with increasing accuracy. Keeping a simple beat and responding to changes in music. Creating and performing movement sequences. Developing imaginative play with a clear storyline.	Summer 1 – Refining skills and developing ideas Independently selecting appropriate materials and tools. Combining media and techniques to create a desired effect. Developing detailed representations and models. Planning creative projects before beginning. Evaluating and refining creative work. Performing familiar songs and rhymes to others. Developing rhythmic and musical skills. Creating and remembering sequences of movement. Developing increasingly complex imaginative play. Working collaboratively on creative projects.	Summer 2 – Expressing, creating and performing Independently selecting and using materials, tools and techniques. Planning and completing creative projects. Combining materials and techniques to achieve a desired outcome. Creating detailed representations and models. Explaining and evaluating their creative process. Singing confidently with increasing control of pitch and rhythm. Playing instruments and keeping a steady beat. Creating and performing rhythmic patterns. Creating and performing dance sequences. Combining music, movement, drama and role play to express ideas and feelings. Inventing and performing stories with characters and settings.

						Working collaboratively to create and perform for an audience.
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Nursery Long Term Plan

Communication and Language	Autumn 1 - Settling, listening and developing confidence To listen to and follow simple one-step instructions. To understand and respond to their name. To develop attention and listening during short adult-led activities. To listen to familiar stories, rhymes and songs. To join in with familiar rhymes and repeated phrases. To talk about familiar people, objects and experiences. To use sentences of four or more words. To learn and use new vocabulary linked to their experiences and play. To begin to take turns when talking with others. To express their needs, wants and feelings using words. To develop confidence in speaking to familiar adults and children. To begin to listen to others without interrupting	Autumn 2 - Developing listening and conversational skills To listen to and follow two-part instructions. To maintain attention during short stories and group activities. To answer simple questions about stories and experiences. To join in with familiar songs, rhymes and repeated phrases. To talk about what they are doing during play. To use a growing range of vocabulary to describe experiences and ideas. To use longer sentences to express ideas and explain what they mean. To engage in simple back-and-forth conversations. To ask simple questions to find out more. To retell parts of a familiar story using their own words. To listen to and respond to what others say. To begin to use language to negotiate and solve problems in play.	Spring 1 - Developing understanding and expressive language To listen carefully and follow instructions containing two or more parts. To maintain attention for longer periods during stories, discussions and activities. To answer questions about what they have heard. To make simple predictions about what might happen next in a story. To talk about past and future events using appropriate vocabulary. To use a wider range of vocabulary in conversations and play. To speak in longer sentences using a range of connecting words. To explain what they are doing and why. To take turns in conversations and listen to others. To ask and answer questions during conversations. To retell a familiar story using key events and vocabulary. To use language to organise and develop play with others.	Spring 2 - Developing conversation and storytelling To listen attentively to longer stories and remember key events. To follow more complex instructions during activities. To answer questions about stories, experiences and events. To predict what might happen next and explain their ideas. To use new vocabulary from stories and experiences in their own speech. To talk about events in the past and things that may happen in the future. To use increasingly complex sentences to express ideas. To maintain a conversation by listening, responding and asking questions. To retell a familiar story in a sequence. To use language to negotiate roles and solve problems during play. To explain their ideas and make themselves understood by others.	Summer 1 - Developing confidence and complexity To listen attentively during longer adult-led activities and group discussions. To follow instructions containing several steps. To answer questions with increasing detail and explanation. To predict events in stories and give reasons for their ideas. To use a broadening vocabulary to describe, compare and explain. To talk confidently about their experiences and interests. To use well-formed sentences to communicate ideas. To maintain conversations with adults and peers. To retell familiar stories with a clear sequence of events. To use language to develop imaginative play and create storylines. To listen to others and respond appropriately to their ideas.	Summer 2 - Preparing for Reception To listen attentively and respond appropriately to what they hear. To follow two- and three-part instructions independently. To maintain attention during stories, discussions and group activities. To answer questions about stories and experiences, explaining their ideas. To predict what might happen next and explain why. To use an increasingly wide vocabulary to express ideas and feelings. To speak in longer, well-formed sentences. To engage confidently in back-and-forth conversations. To ask questions and respond appropriately to others. To retell familiar stories in sequence using key vocabulary. To use language confidently to develop play, negotiate and solve problems.
Personal, Social and Emotional Development	Autumn 1 - Settling in and developing independence To separate from familiar adults with increasing confidence. To build relationships with familiar adults and children. To begin to recognise and name some of their own feelings. To begin to talk about how they are feeling.	Autumn 2 - Developing self-regulation and relationships To identify a wider range of emotions in themselves and others. To use words to express feelings and needs. To begin to calm themselves with adult support. To follow simple classroom rules and routines.	Spring 1 - Developing confidence and independence To talk about feelings and explain why they feel a particular way. To begin to manage strong emotions using strategies modelled by adults. To follow routines and expectations with increasing independence.	Spring 2 - Developing self-regulation and cooperation To name and describe a range of emotions. To use words to resolve simple disagreements. To use familiar strategies to manage strong feelings. To follow classroom rules and routines independently. To wait patiently for a turn.	Summer 1 - Developing independence and positive relationships To identify and talk about their emotions and the emotions of others. To manage their feelings with increasing independence. To use calming strategies when they are upset or frustrated.	Summer 2 - Preparing for Reception To recognise, name and talk about a range of emotions. To use appropriate strategies to manage their emotions. To regulate their behaviour with increasing independence. To follow routines and expectations independently.

	To follow simple classroom routines and expectations. To begin to stop and listen when asked. To wait for short periods for an adult's attention. To begin to play alongside other children. To begin to share resources and take turns with adult support. To use the toilet with increasing independence. To wash and dry hands independently. To begin to put on and take off their coat. To seek help from a familiar adult when needed.	To wait for a turn during games and activities. To begin to control impulses with adult support. To recognise when another child is upset. To develop friendships with other children. To play cooperatively alongside others. To share resources with increasing independence. To manage simple dressing tasks independently. To follow simple safety rules. To talk about foods and activities that help to keep us healthy.	To wait for a turn and share resources with others. To listen to others and consider their ideas. To begin to adapt their behaviour to different situations. To recognise how their actions affect others. To play cooperatively with other children. To develop friendships based on shared interests. To use language to negotiate roles during play. To manage dressing and undressing with increasing independence. To independently manage personal hygiene routines. To begin to make healthy choices about food and physical activity. To persevere when trying something new or challenging.	To adapt their behaviour in different social situations. To show increasing awareness of the feelings and needs of others. To cooperate and work collaboratively with others. To negotiate roles and resources during play. To show kindness and consideration towards others. To recognise when someone needs help and offer support. To independently manage most personal care routines. To dress and undress for PE with increasing independence. To keep trying when something is difficult.	To follow rules and routines consistently. To control impulses and wait for their turn. To listen to and consider the ideas and feelings of others. To solve simple problems with increasing independence. To develop and maintain friendships. To cooperate with others to achieve a shared goal. To negotiate and compromise during play. To resolve disagreements using language. To show empathy towards others. To independently manage personal care and dressing routines. To make healthy choices about food and exercise. To recognise unsafe situations and know when to seek help. To persevere and try different approaches when solving problems.	To wait, take turns and share with others. To understand how their actions affect others. To resolve simple conflicts using language and seek adult support when needed. To form positive relationships with adults and peers. To play cooperatively and collaboratively with others. To share, take turns and compromise independently. To show empathy, kindness and consideration towards others. To work as part of a group and contribute ideas. To independently manage personal care, dressing and hygiene. To make healthy choices and explain why they are important. To follow safety rules and recognise potential dangers. To confidently try new experiences and activities. To persevere when faced with challenges.
Physical Development	Gross Motor To explore running, jumping, climbing and balancing. To move safely around others and begin to negotiate space. To explore different ways of moving, including crawling, rolling and jumping. To develop core strength through climbing, crawling and outdoor play. To practise stopping and starting when moving. To explore throwing, rolling and kicking balls. To develop confidence when using outdoor physical equipment. Fine Motor To develop hand strength through playdough and malleable materials. To develop finger strength through threading, peg activities and tweezers. To explore mark-making using a range of tools.	Gross Motor Autumn 2 To run, stop and change direction with increasing control. To jump and land safely with two feet. To balance on one foot for a short period. To climb and travel across simple apparatus. To negotiate simple obstacles. To throw and catch a large ball. To roll and kick a ball towards a target. To begin to use bats and other large equipment. Fine Motor To manipulate playdough and malleable materials with increasing control. To use threading, weaving and peg activities. To use scissors to make snips and begin cutting along a line. To develop pencil control through patterns and shapes.	Gross Motor Spring 1 To hop on one foot. To jump over small obstacles and land safely. To balance while moving. To climb and negotiate apparatus with increasing confidence. To run with increasing control and change direction. To throw and catch a large ball with increasing accuracy. To kick a ball towards a target. To explore using bats, rackets and paddles. Fine Motor To use scissors to cut along straight lines. To develop pencil control through patterns and shapes. To begin forming some letters and numbers. To manipulate small objects with increasing precision. To use tweezers and other tools accurately.	Gross Motor Spring 2 To combine movements such as running and jumping. To hop with increasing control and begin to explore skipping. To change speed and direction when moving. To complete simple obstacle courses. To balance across different surfaces. To throw, catch and kick with increasing control. To take part in simple partner and group games. To follow simple movement and dance sequences. Fine Motor To cut around simple shapes. To draw and paint with increasing control and detail. To form letters and numbers with increasing accuracy. To manipulate small construction materials.	Gross Motor Summer 1 To run, jump, hop and begin to skip with increasing fluency. To combine different movements into a sequence. To balance when moving and changing direction. To complete increasingly challenging obstacle courses. To climb using a range of equipment. To throw and catch with increasing accuracy. To kick, aim and strike a ball. To take part in simple team games. Fine Motor To cut around a range of shapes with increasing precision. To use a controlled pencil grip. To form letters and numbers with increasing consistency. To use tools accurately for different purposes.	Gross Motor Summer 2 To move confidently in a range of ways. To combine movements with increasing fluency and control. To hop and skip with increasing confidence. To negotiate space and obstacles safely. To balance and climb using a range of apparatus. To throw, catch, kick and strike with increasing accuracy. To take part in simple team games and follow rules. To create and perform simple movement sequences. Fine Motor To use scissors with increasing precision. To use a controlled pencil grip for drawing and writing. To form recognisable letters and numbers.

	To develop pencil and crayon control. To use scissors with adult support. To build and construct using a range of materials. To complete simple puzzles and posting activities.	To use a range of tools safely. To build and construct with increasing precision. To develop hand-eye coordination through small-world and construction play.	To develop fine motor control through threading and small construction. To use a range of tools with increasing control.	To use threading, weaving and modelling activities. To use a range of tools for different purposes. To develop hand strength through dough, clay and resistance activities.	To complete detailed drawing, craft and modelling activities. To manipulate small objects with increasing precision. To develop fine motor control through construction and practical tasks.	To use a range of tools safely and accurately. To demonstrate increasing control during detailed craft and construction. To manipulate small objects and materials with precision. To apply fine motor skills independently in new activities.
Literacy	Autumn 1 - Developing a love of books and early mark-making To enjoy listening to stories, poems and rhymes. To handle books carefully and turn pages appropriately. To talk about pictures and characters in familiar stories. To join in with repeated phrases and familiar rhymes. To recognise their own name. To develop awareness of rhyme and rhythm. To listen for and identify environmental sounds. To explore mark-making using a range of tools and materials. To give meaning to marks they make. To draw simple pictures to represent people and objects. To practise making lines, circles and simple shapes. To begin to recognise and write their name.	Autumn 2 - Developing phonological awareness and purposeful writing To listen to and talk about a range of stories. To retell parts of familiar stories. To join in with repeated phrases and rhymes. To recognise some words that rhyme. To clap and count syllables in words. To identify some initial sounds in familiar words. To recognise their name and some familiar letters. To use a range of writing and mark-making tools. To give meaning to marks and drawings. To draw recognisable pictures. To begin to form some letters. To attempt to write their name. To make marks to represent sounds they hear.	Spring 1 - Developing early reading and writing skills To retell familiar stories using key events. To talk about characters, settings and events. To predict what might happen next in a story. To recognise words that rhyme. To identify initial sounds in familiar words. To hear and count syllables in words. To develop awareness of the sounds in words. To draw with increasing detail and control. To write some recognisable letters. To write some or all of their name. To use some letters to represent sounds. To write labels and captions with adult support. To begin to write initial sounds in words.	Spring 2 - Applying phonological awareness To listen to and discuss a range of stories and non-fiction books. To retell a familiar story in sequence. To answer simple questions about a story. To make predictions about what might happen next. To recognise and generate rhyming words. To identify the initial sound in words. To orally blend and segment simple words. To recognise some familiar letters and sounds. To form some letters correctly. To write their name with increasing accuracy. To use letters to represent sounds in words. To write simple labels and captions. To write some familiar words. To use writing for different purposes in play.	Summer 1 - Developing confidence and independence To talk about stories and explain what they like or dislike. To retell stories with increasing detail. To answer questions about characters and events. To predict what might happen and explain their ideas. To hear and identify sounds in simple words. To orally blend and segment simple words. To recognise an increasing number of letters and their sounds. To form recognisable letters with increasing control. To write their name independently. To use phonological knowledge to represent sounds in words. To write simple words and captions. To write for a range of purposes. To begin to write simple phrases with adult support.	Summer 2 - Preparing for Reception To listen attentively to and discuss a range of books. To retell familiar stories in sequence. To answer questions and make predictions about texts. To talk about characters, settings and events. To recognise and generate rhyming words. To identify initial sounds in words. To orally blend and segment simple words. To recognise some taught letters and corresponding sounds. To write recognisable letters. To write their name independently and accurately. To use their knowledge of sounds to write simple words. To write labels, captions and simple phrases. To use writing independently in play and everyday experiences. To talk about what they have written and give meaning to their writing.
Mathematics	Autumn 1 - Exploring number and mathematical language To join in with counting songs and rhymes. To recognise some numbers in the environment. To say number names in order during counting. To count small groups of objects with adult support. To recognise small quantities without counting. To begin to understand that the last number counted tells us how many there are.	Autumn 2 - Developing counting and comparison To count objects accurately to 5. To recognise numerals 1-5. To match numerals to quantities to 5. To compare groups using language such as more and fewer. To subitise small quantities to 3. To say one more and one less in practical situations. To explore the composition of numbers to 5. To continue and create simple repeating patterns.	Spring 1 - Developing number sense and pattern To count objects accurately to 5 and beyond. To recognise numerals to 5 and begin to recognise numerals to 10. To match numerals to quantities. To subitise quantities to 3 and begin to recognise 4 and 5 without counting. To compare quantities using more, fewer and same. To find one more and one less within 5.	Spring 2 - Applying mathematical knowledge To count reliably to 10. To count out a given number of objects. To recognise numerals to 10. To match numbers to quantities to 10. To compare quantities and explain which has more or fewer. To subitise small quantities to 5. To find one more and one less within 5. To explore the composition of numbers to 5.	Summer 1 - Developing confidence and mathematical reasoning To count reliably beyond 10. To count objects accurately, ensuring each object is counted once. To recognise numerals to 10. To match numerals to quantities to 10. To compare quantities using more, fewer and equal. To subitise quantities to 5. To find one more and one less within 5.	Summer 2 - Preparing for Reception To count confidently beyond 10. To count out a given number of objects accurately. To recognise and write some numerals to 10. To match numerals to quantities to 10. To compare numbers and quantities using appropriate mathematical language. To subitise quantities to 5. To find one more and one less within 5.

	To explore and copy simple repeating patterns. To notice patterns in the environment. To compare objects by size, length and weight. To use language such as big, small, long and short. To explore shapes through puzzles and construction.	To identify when a pattern is incorrect. To compare objects by size, length and weight. To use language such as tall, short, heavy and light. To name and identify some common 2D shapes.	To explore different ways of making 5. To create and continue repeating patterns independently. To identify and correct simple errors in patterns. To compare length, height and weight. To name and describe common 2D shapes. To explore and identify some 3D shapes.	To create and extend AB and more complex repeating patterns. To describe patterns using mathematical language. To compare objects by length, height and weight. To name and describe common 2D and 3D shapes. To identify shapes in the environment.	To explore different ways to make numbers to 5. To create and explain repeating patterns. To recognise and correct errors in patterns. To compare and order objects by size, length and weight. To describe 2D and 3D shapes using appropriate vocabulary. To use positional language to describe where objects are.	To recall some number bonds to 5 through practical experiences. To independently create, continue and describe repeating patterns. To identify and correct errors in patterns. To compare and order objects by length, height and weight. To name and describe common 2D and 3D shapes. To use positional language confidently. To use mathematical language to describe and explain their thinking.
Understand the World	Autumn 1 - Myself, my family and my immediate environment To talk about themselves, their family and people who are important to them. To talk about their home and familiar places. To look at photographs of themselves and their families. To talk about things they have done recently. To notice and talk about changes in themselves as they grow. To explore the natural environment using their senses. To name some familiar plants and animals. To observe and talk about changes in the weather. To explore natural materials. To show care for plants and animals. To talk about familiar places in their local community.	Autumn 2 - Our community, celebrations and seasonal change To talk about people who help in their community. To identify familiar buildings and places. To talk about celebrations they have experienced. To recognise that people celebrate in different ways. To talk about past events in their own lives. To sequence familiar events. To compare photographs from the past and present. To identify and name common animals and plants. To describe similarities and differences between animals. To observe seasonal changes. To explore how materials can be changed.	Spring 1 - Exploring the wider world To talk about how life was different in the past. To compare old and new objects. To explore photographs and artefacts from the past. To talk about their local environment. To compare their home and community with another place. To learn about people who live in different parts of the world. To recognise that people may speak different languages. To identify and describe features of animals. To sort animals according to observable characteristics. To identify common plants and describe their features. To explore different habitats. To make simple observations and talk about what they notice.	Spring 2 - People, places and living things To compare aspects of life in the past and present. To talk about how homes, toys or transport have changed. To use simple vocabulary relating to time and the past. To ask questions about things from the past. To compare different homes, buildings and environments. To learn about different cultures and traditions. To talk about similarities and differences between people's lives. To use simple maps, photographs and books to explore different places. To compare animals and plants. To identify and describe different habitats. To talk about why animals live in particular habitats. To observe changes in spring. To observe how plants grow and change.	Summer 1 - Exploring change and the natural world To describe similarities and differences between past and present. To use photographs, objects and stories to learn about the past. To talk about how people lived in the past. To sequence events using simple chronological language. To compare their local environment with another environment. To talk about similarities and differences between communities. To learn about different cultures, celebrations and traditions. To show respect for different ways of life. To identify plants and animals in their local environment. To compare different habitats. To observe changes in plants over time. To identify what plants need to grow. To make predictions and talk about what they notice. To record observations through drawings and simple charts.	Summer 2 - Preparing for Reception and understanding our world To talk about how things have changed over time. To compare objects and experiences from the past and present. To talk about significant people or events they have learned about. To use vocabulary such as past, present, before, after and long ago. To talk about their local community and the wider world. To compare life in the UK with life in another country. To talk about different cultures and traditions. To recognise that people have different beliefs and ways of life. To ask questions about people and places that are different from their own experiences. To identify and name a range of plants, animals and natural materials. To describe and compare different habitats. To talk about how plants and animals grow and change. To describe the basic needs of plants and animals. To observe and talk about seasonal changes.

						To make careful observations and record findings in different ways. To use observations to suggest answers to simple questions. To show care and respect for the natural world.
Expressive Arts and Design	Autumn 1 - Exploring creativity and imagination To explore a range of creative materials and tools. To experiment with colour and colour mixing. To make marks using different tools. To explore different textures and materials. To manipulate playdough and other malleable materials. To explore joining and construction. To talk about what they have created. To join in with familiar songs, rhymes and nursery rhymes. To copy simple actions to music. To explore different sounds using their voice and instruments. To move their body in response to music. To engage in simple pretend play. To use objects symbolically in play. To take on familiar roles during play.	Autumn 2 - Developing creative skills and imaginative play To select materials for a creative purpose. To mix colours to create new colours. To explore different painting techniques. To draw and paint familiar people and objects. To use scissors with increasing control. To join materials using glue. To create simple models using malleable materials. To sing familiar songs and rhymes with increasing confidence. To join in with repeated sections of songs. To explore different sounds made by instruments. To respond to changes in music through movement. To develop pretend play based on familiar experiences. To take on different roles in imaginative play. To create simple storylines.	Spring 1 - Developing control and expression To select appropriate materials and tools. To mix colours intentionally. To use different tools to create different effects. To draw and paint with increasing control. To cut along straight lines. To join materials using different techniques. To create recognisable models and structures. To sing familiar songs independently. To explore and describe different musical sounds. To play simple rhythms on percussion instruments. To copy simple rhythmic patterns. To respond to changes in tempo through movement. To develop imaginative play based on stories. To use small-world resources to create and act out stories.	Spring 2 - Developing creativity and imagination To use a range of creative materials and tools independently. To combine colours and materials to create particular effects. To draw and paint with increasing detail. To cut simple shapes with scissors. To use different joining techniques. To create detailed models using malleable materials. To adapt their ideas while creating. To sing familiar songs with increasing accuracy. To keep a simple beat when singing or playing an instrument. To copy and create simple rhythmic patterns. To respond to changes in tempo, volume and pitch. To create simple movement sequences. To use role play to recreate and develop stories. To invent characters and simple storylines.	Summer 1 - Developing confidence and creative expression To independently select materials and tools for a purpose. To combine different media and techniques. To create detailed drawings and paintings. To use scissors with increasing precision. To create models and structures with increasing detail. To plan what they want to create. To explain how they created something. To sing a range of familiar songs and rhymes. To perform familiar songs and rhymes to others. To play simple rhythms and keep a steady beat. To create and repeat simple rhythmic patterns. To respond to music through movement and dance. To develop imaginative play with increasingly complex storylines. To work with others to develop a shared imaginative scenario.	Summer 2 - Preparing for Reception To independently select and use a range of materials and tools. To combine materials and techniques to achieve a desired effect. To create detailed representations of people, objects and experiences. To use tools safely and accurately. To plan and complete a creative project. To talk about and evaluate their creative work. To confidently sing a range of familiar songs and rhymes. To sing with increasing control of pitch, rhythm and volume. To perform songs, rhymes and dances for an audience. To play instruments with increasing control. To create and perform simple rhythmic patterns. To create and perform dance sequences. To develop imaginative play with detailed storylines and characters. To invent and act out their own stories. To work collaboratively to create and perform a story, song, dance or dramatic performance.