

### Gilbert Colvin Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My World and I All about me box	Bears	Superheroes	New Life	People Who Help Us	Under the sea
Core Texts/Rhymes	Nursery Rhymes Not fair wont share Its snorey time The great big book of families My busy day You choose	Brown Bear Goldilocks and 3 bears We're going on a bear hunt Peace at last Where's my teddy Whatever Next	Supetato run veggie run Super Duck My dad is a superhero My mum is a superhero George saves the world by lunchtime On a lunch pad	The teeny weeny tadpole When I grow up? What's inside your tummy mummy? Growing frogs I love bugs! Mad about Minibeasts	Doctors Police Firefighters Vets Dentist Nurse Paramedic	Splash At the beach A hole in bottom of the sea? Where's the starfish? Clumsy Crab The littlest lighthouse Keeper of the rescue 10 little pirates
RHE Topics	What makes us unique Caring is sharing Looking after each other and our equipment	Caring friendships Celebrations	Caring for others (respect) Keeping safe – road safety, who can I tell? 999	Keeping healthy (healthy eating, exercise, oral health)	Describing emotions Online safety Ramadan	Healthy eating Sun safety Special places
Festivals and Celebrations	We are all special Class charter A democratic classroom Classroom rules promoting safety Diversity week Black History Month	Remembrance Day Diwali Mutual respect and tolerance Anti-bullying day	Festivals (Chinese New Year) Disability awareness and equality Valentine's Day	Easter Mutual respect and tolerance of different faiths and beliefs World Book Day Sports Relief Mother's Day	Ramadan Special places Understanding and respecting different cultures in our community	Making a safe and happy environment (rule of law) Careers Week Sports Week Father's Day
Phonics			Phonics to begin from m RWI – a sound a week	Phonics	Phonics	Recap Phonics set one sounds





	ı	Enjoy congc and		Enjoy congc and	1	Enjay congc and	Understand the five key	Undorst	and the five key	11.	doreto	nd the five less
\	•	Enjoy songs and	•	Enjoy songs and	•	Enjoy songs and	Understand the five key		ind the five key			nd the five key
Writing		rhymes, tuning in and		rhymes, tuning in and		rhymes, tuning in and	concepts about print:		about print:	CO	•	about print:
		paying attention.		paying attention.		paying attention.	o -print has	0	-print has		0	-print has
	•	Join in with songs and	•	Join in with songs and	•	Join in with songs	meaning		meaning			meaning
		rhymes, copying		rhymes, copying		and rhymes, copying	o -print can	0	-print can		0	-print can
		sounds, rhythms,		sounds, rhythms,		sounds, rhythms,	have		have			have
		tunes and tempo.		tunes and tempo.		tunes and tempo.	different		different			different
	•	Say some of the	•	Say some of the	•	Say some of the	purposes		purposes			purposes
		words in songs and		words in songs and		words in songs and	o -we read	0	-we read		0	-we read
		rhymes.		rhymes.		rhymes.	English text		English text			English text
	•	Copy finger	•	Copy finger	•	Copy finger	from left to		from left to			from left to
		movements and		movements and		movements and	right and		right and			right and
		other gestures.		other gestures.		other gestures.	from top to		from top to			from top to
	•	Sing songs and say	•	Sing songs and say	•	Sing songs and say	bottom		bottom			bottom
		rhymes		rhymes		rhymes	<ul> <li>-the names</li> </ul>	0	-the names		0	-the names
		independently, for		independently, for		independently, for	of the		of the			of the
		example, singing		example, singing		example, singing	different		different			different
		whilst playing.		whilst playing.		whilst playing.	parts of a		parts of a			parts of a
	•	Enjoy sharing books	•	Enjoy sharing books	•	Enjoy sharing books	book		book			book
		with an adult.		with an adult.		with an adult.	o -page	0	-page		0	-page
	•	Pay attention and	•	Pay attention and	•	Pay attention and	sequencing		sequencing			sequencing
		respond to the		respond to the		respond to the	o Develop	0	Develop		0	Develop
		pictures or the words.		pictures or the words.		pictures or the	their		their			their
	•	Have favourite books	•	Have favourite books		words.	phonological		phonological			phonological
		and seek them out, to		and seek them out, to	•	Have favourite books	awareness,		awareness,			awareness,
		share with an adult,		share with an adult,		and seek them out,	so that they		so that they			so that they
		with another child, or		with another child, or		to share with an	can:		can:			can:
		to look at alone.		to look at alone.		adult, with another	<ul> <li>-spot and</li> </ul>	0	-spot and		0	-spot and
	•	Repeat words and	•	Repeat words and		child, or to look at	suggest		suggest			suggest
		phrases from familiar		phrases from familiar		alone.	rhymes		rhymes			rhymes
		stories.		stories.	•	Repeat words and	<ul><li>count or</li></ul>	0	-count or		0	-count or
	•	Ask questions about	•	Ask questions about		phrases from familiar	clap		clap			clap
		the book. Make		the book. Make		stories.	syllables in a		syllables in a			syllables in a
		comments and shares		comments and shares	•	Ask questions about	word		word			word
		their own ideas.		their own ideas.		the book. Make	<ul> <li>-recognise</li> </ul>	0	-recognise		0	-recognise
	•	Develop play around	•	Develop play around		comments and	words with		words with			words with
		favourite stories		favourite stories		shares their own	the same		the same			the same
		using props.		using props.		ideas.	initial		initial			initial
	•	Enjoy drawing freely.	•	Enjoy drawing freely.	•	Develop play around	sound, such		sound, such			sound, such
	•	Add some marks to	•	Add some marks to		favourite stories	as money		as money			as money
		their drawings, which		their drawings, which		using props.	and mother		and mother			and mother
		they give meaning to.		they give meaning to.	•	Enjoy drawing freely.						



	For example: "That	For example: "That	<ul> <li>Add some marks to</li> </ul>	<ul> <li>Engage in extended</li> </ul>	<ul> <li>Engage in extended</li> </ul>	<ul> <li>Engage in extended</li> </ul>
	says mummy."	says mummy."	their drawings, which	conversations about	conversations about	conversations about
	<ul> <li>Make marks on their</li> </ul>	<ul> <li>Make marks on their</li> </ul>	they give meaning to.	stories, learning new	stories, learning new	stories, learning new
	picture to stand for	picture to stand for	For example: "That	vocabulary.	vocabulary.	vocabulary.
	their name.	their name.	says mummy."	<ul> <li>Use some of their print</li> </ul>	<ul> <li>Use some of their print</li> </ul>	<ul> <li>Use some of their print</li> </ul>
			<ul> <li>Make marks on their</li> </ul>	and letter knowledge in	and letter knowledge in	and letter knowledge in
			picture to stand for	their early writing. For	their early writing. For	their early writing. For
			their name.	example: writing a	example: writing a	example: writing a
				pretend shopping list	pretend shopping list	pretend shopping list
				that starts at the top of	that starts at the top of	that starts at the top of
				the page; writing 'm'	the page; writing 'm'	the page; writing 'm'
				for mummy.	for mummy.	for mummy.
				<ul> <li>Write some or all of</li> </ul>	Write some or all of	<ul> <li>Write some or all of</li> </ul>
				their name.	their name.	their name.
				Write some letters	Write some letters	Write some letters
				accurately.	accurately.	accurately.
	Combine objects like	<ul> <li>Combine objects like</li> </ul>	Combine objects like	Develop fast	Develop fast	Develop fast
Maths	stacking blocks and	stacking blocks and	stacking blocks and	recognition of up to 3	recognition of up to 3	recognition of up to 3
	cups. Put objects	cups. Put objects	cups. Put objects	objects, without having	objects, without having	objects, without having
	inside others and	inside others and	inside others and	to count them	to count them	to count them
	take them out again.	take them out again.	take them out again.	individually	individually	individually
	Take part in finger	<ul> <li>Take part in finger</li> </ul>	Take part in finger	('subitising').	('subitising').	('subitising').
	rhymes with	rhymes with	rhymes with	• Recite numbers past 5.	• Recite numbers past 5.	• Recite numbers past 5.
	numbers.	numbers.	numbers.	Say one number for	Say one number for	Say one number for
	<ul> <li>React to changes of</li> </ul>	<ul> <li>React to changes of</li> </ul>	<ul> <li>React to changes of</li> </ul>	each item in order: 1,	each item in order: 1,	each item in order: 1,
	amount in a group of	amount in a group of	amount in a group of	2,3,4,5.	2,3,4,5.	2,3,4,5.
	up to three items.	up to three items.	up to three items.	<ul> <li>Know that the last</li> </ul>	<ul> <li>Know that the last</li> </ul>	Know that the last
	• Compare amounts,	<ul> <li>Compare amounts,</li> </ul>	<ul> <li>Compare amounts,</li> </ul>	number reached when	number reached when	number reached when
	saying 'lots', 'more'	saying 'lots', 'more'	saying 'lots', 'more'	counting a small set of	counting a small set of	counting a small set of
	or 'same'.	or 'same'.	or 'same'.	objects tells you how	objects tells you how	objects tells you how
	<ul> <li>Develop counting-like</li> </ul>	<ul> <li>Develop counting-like</li> </ul>	<ul> <li>Develop counting-like</li> </ul>	many there are in total	many there are in total	many there are in total
	behaviour, such as	behaviour, such as	behaviour, such as	('cardinal principle').	('cardinal principle').	('cardinal principle').
	making sounds,	making sounds,	making sounds,	<ul> <li>Show 'finger numbers'</li> </ul>	<ul> <li>Show 'finger numbers'</li> </ul>	<ul> <li>Show 'finger numbers'</li> </ul>
	pointing or saying	pointing or saying	pointing or saying	up to 5.	up to 5.	up to 5.
	some numbers in	some numbers in	some numbers in	<ul> <li>Link numerals and</li> </ul>	<ul> <li>Link numerals and</li> </ul>	<ul> <li>Link numerals and</li> </ul>
	sequence.	sequence.	sequence.	amounts: for example,	amounts: for example,	amounts: for example,
	<ul> <li>Count in everyday</li> </ul>	<ul> <li>Count in everyday</li> </ul>	<ul> <li>Count in everyday</li> </ul>	showing the right	showing the right	showing the right
	contexts, sometimes	contexts, sometimes	contexts, sometimes	number of objects to	number of objects to	number of objects to
	skipping numbers -	skipping numbers -	skipping numbers -	match the numeral, up	match the numeral, up	match the numeral, up
	'1-2-3-5.'	'1-2-3-5.'	'1-2-3-5.'	to 5.	to 5.	to 5.
	<ul> <li>Climb and squeeze</li> </ul>	<ul> <li>Climb and squeeze</li> </ul>	<ul> <li>Climb and squeeze</li> </ul>	<ul> <li>Experiment with their</li> </ul>	<ul> <li>Experiment with their</li> </ul>	<ul> <li>Experiment with their</li> </ul>
	themselves into	themselves into	themselves into	own symbols and	own symbols and	own symbols and





					Primary School
different types of spaces.  Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	different types of spaces.  Build with a range of resources.  Complete inset puzzles.  Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.  Notice patterns and arrange things in patterns.	different types of spaces.  Build with a range of resources.  Complete inset puzzles.  Compare sizes, weights etc. using gesture and language fibigger/little/smaller', 'high/low', 'tall', 'heavy'.  Notice patterns and arrange things in patterns.	marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: 'more than', 'fewer than'.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Understand position through words alone – for example, "The bag is under the table," – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones - an arch, a bigger triangle	marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: 'more than', 'fewer than'.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Understand position through words alone — for example, "The bag is under the table," — with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.  Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones - an arch, a bigger triangle	marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: 'more than', 'fewer than'.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Understand position through words alone — for example, "The bag is under the table," — with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones - an arch, a bigger triangle





				Triffidly Collect
		<ul> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</li> </ul>	<ul> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</li> </ul>	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'





Physical
Development

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as coordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Lift objects up to suck them.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as coordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Lift objects up to suck them.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as coordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Lift objects up to suck them.
- Pass things from one hand to the other.
   Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a





- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage

- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage

- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage

- small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

- small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

- small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.



						Timidi y Coricoi
	buttons and zips, and	buttons and zips, and	buttons and zips, and			
	pour drinks.	pour drinks.	pour drinks.			
	Show an increasing	<ul> <li>Show an increasing</li> </ul>	<ul> <li>Show an increasing</li> </ul>			
	desire to be	desire to be	desire to be			
	independent, such as	independent, such as	independent, such as			
	wanting to feed	wanting to feed	wanting to feed			
	themselves and dress	themselves and dress	themselves and dress			
	or undress.	or undress.	or undress.			
	<ul> <li>Learn to use the</li> </ul>	<ul> <li>Learn to use the</li> </ul>	<ul> <li>Learn to use the</li> </ul>			
	toilet with help, and	toilet with help, and	toilet with help, and			
	then independently.	then independently.	then independently.			
	Repeat actions that	<ul> <li>Repeat actions that</li> </ul>	<ul> <li>Repeat actions that</li> </ul>	<ul> <li>Use all their senses in</li> </ul>	<ul> <li>Use all their senses in</li> </ul>	<ul> <li>Use all their senses in</li> </ul>
Understand the	have an effect.	have an effect.	have an effect.	hands on exploration of	hands on exploration of	hands on exploration of
World	<ul> <li>Explore materials</li> </ul>	<ul> <li>Explore materials</li> </ul>	<ul> <li>Explore materials</li> </ul>	natural materials.	natural materials.	natural materials.
	with different	with different	with different	<ul> <li>Explore collections of</li> </ul>	<ul> <li>Explore collections of</li> </ul>	<ul> <li>Explore collections of</li> </ul>
	properties.	properties.	properties.	materials with similar	materials with similar	materials with similar
	Explore natural	<ul> <li>Explore natural</li> </ul>	<ul> <li>Explore natural</li> </ul>	and/or different	and/or different	and/or different
	materials, indoors	materials, indoors	materials, indoors	properties.	properties.	properties.
	and outside.	and outside.	and outside.	<ul> <li>Talk about what they</li> </ul>	<ul> <li>Talk about what they</li> </ul>	<ul> <li>Talk about what they</li> </ul>
	Explore and respond	<ul> <li>Explore and respond</li> </ul>	<ul> <li>Explore and respond</li> </ul>	see, using a wide	see, using a wide	see, using a wide
	to different natural	to different natural	to different natural	vocabulary.	vocabulary.	vocabulary.
	phenomena in their	phenomena in their	phenomena in their	Begin to make sense of	<ul> <li>Begin to make sense of</li> </ul>	Begin to make sense of
	setting and on trips.	setting and on trips.	setting and on trips.	their own life-story and	their own life-story and	their own life-story and
	Make connections	Make connections	Make connections	family's history.	family's history.	family's history.
	between the features	between the features	between the features			



	of their family and other families.	of their family and other families.	of their family and other families.	<ul> <li>Show interest in different occupations.</li> </ul>	<ul> <li>Show interest in different occupations.</li> </ul>	<ul> <li>Show interest in different occupations.</li> </ul>
	<ul> <li>Notice differences</li> </ul>	<ul> <li>Notice differences</li> </ul>	<ul> <li>Notice differences</li> </ul>	Explore how things	<ul> <li>Explore how things</li> </ul>	<ul> <li>Explore how things</li> </ul>
	between people.	between people.	between people.	work.	work.	work.
				Plant seeds and care	Plant seeds and care	Plant seeds and care
				for growing plants.	for growing plants.	for growing plants.
				Understand the key	<ul> <li>Understand the key</li> </ul>	Understand the key
				features of the life	features of the life	features of the life
				cycle of a plant and an	cycle of a plant and an	cycle of a plant and an
				animal.	animal.	animal.
				Begin to understand	Begin to understand	Begin to understand
				the need to respect and	the need to respect and	the need to respect and
				care for the natural	care for the natural	care for the natural
				environment and all living things.	environment and all	environment and all
				Explore and talk about	<ul><li>living things.</li><li>Explore and talk about</li></ul>	living things.  • Explore and talk about
				different forces they	different forces they	different forces they
				can feel.	can feel.	can feel.
				Talk about the	Talk about the	Talk about the
				differences between	differences between	differences between
				materials and changes	materials and changes	materials and changes
				they notice.	they notice.	they notice.
				Continue developing	Continue developing	Continue developing
				positive attitudes about	positive attitudes about	positive attitudes about
				the differences	the differences	the differences
				between people.	between people.	between people.
				<ul> <li>Know that there are</li> </ul>	<ul> <li>Know that there are</li> </ul>	<ul> <li>Know that there are</li> </ul>
				different countries in	different countries in	different countries in
				the world and talk	the world and talk	the world and talk
				about the differences	about the differences	about the differences
				they have experienced	they have experienced	they have experienced
	Show attention to	Show attention to	Show attention to	or seen in photos.  • Take part in simple	or seen in photos.  • Take part in simple	or seen in photos.  • Take part in simple
EAD	Snow attention to sounds and music.	Snow attention to sounds and music.	Snow attention to sounds and music.	pretend play, using an	rake part in simple     pretend play, using an	Take part in simple     pretend play, using an
	Respond emotionally	Respond emotionally	Respond emotionally	object to represent	object to represent	object to represent
	and physically to	and physically to	and physically to	something else even	something else even	something else even
	music when it	music when it	music when it	though they are not	though they are not	though they are not
	changes.	changes.	changes.	similar.	similar.	similar.
	Move and dance to	Move and dance to	Move and dance to	Begin to develop	Begin to develop	Begin to develop
	music.	music.	music.	complex stories using	complex stories using	complex stories using
	<ul> <li>Anticipate phrases</li> </ul>	<ul> <li>Anticipate phrases</li> </ul>	<ul> <li>Anticipate phrases</li> </ul>	small world equipment	small world equipment	small world equipment
	and actions in rhymes	and actions in rhymes	and actions in rhymes			





and songs,	like
'Peepo'.	

- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For

- and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For

- and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For

- like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colourmixing.

- like animal sets, dolls and dolls houses etc. Make imaginative and
- complex 'small worlds'
  with blocks and
  construction kits, such
  as a city with different
  buildings and a park.
  Explore different
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colourmixing.

- like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
  - Explore colour and colourmixing.





						1 milary Scrioo
	example, a child holds a wooden block to her ear and pretends it's a phone.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.	example, a child holds a wooden block to her ear and pretends it's a phone.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.	example, a child holds a wooden block to her ear and pretends it's a phone.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas.	<ul> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	<ul> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Communication and Language	<ul> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye</li> </ul>	<ul> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye</li> </ul>	<ul> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye</li> </ul>	<ul> <li>Enjoys listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> </ul>	Enjoys listening to longer stories and can remember much of what happens.     Can find it difficult to pay attention to more than one thing at a time.     Use a wider range of vocabulary.     Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."	<ul> <li>Enjoys listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> </ul>





conta	act for	·longer
perio	ds.	

- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.

- contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.

- contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:

   some sounds: r, j, th, ch, and sh
   multisyllabic words such as 'pterodactyl'. 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:

   some sounds: r, j, th, ch, and sh
   multisyllabic words such as 'pterodactyl'.
   'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:

   some sounds: r, j, th, ch, and sh
   multisyllabic words such as 'pterodactyl'.
   'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a





					Timaly conce
<ul> <li>Use intonation, pitch</li> </ul>	<ul> <li>Use intonation, pitch</li> </ul>	<ul> <li>Use intonation, pitch</li> </ul>	bus you sit there I'll	bus you sit there I'll	bus you sit there I'll
and changing volume	and changing volume	and changing volume	be the driver."	be the driver."	be the driver."
when 'talking'.	when 'talking'.	when 'talking'.			
<ul> <li>Understand single</li> </ul>	<ul> <li>Understand single</li> </ul>	<ul> <li>Understand single</li> </ul>			
words in context –	words in context –	words in context –			
'cup', 'milk', 'daddy'.	'cup', 'milk', 'daddy'.	'cup', 'milk', 'daddy'.			
<ul> <li>Understand</li> </ul>	<ul> <li>Understand</li> </ul>	<ul> <li>Understand</li> </ul>			
frequently used	frequently used	frequently used			
words such as 'all	words such as 'all	words such as 'all			
gone', 'no' and 'bye-	gone', 'no' and 'bye-	gone', 'no' and 'bye-			
bye'.	bye'.	bye'.			
<ul> <li>Understand simple</li> </ul>	<ul> <li>Understand simple</li> </ul>	<ul> <li>Understand simple</li> </ul>			
instructions like "give	instructions like "give	instructions like "give			
to nanny" or "stop".	to nanny" or "stop".	to nanny" or "stop".			
<ul> <li>Recognise and point</li> </ul>	<ul> <li>Recognise and point</li> </ul>	<ul> <li>Recognise and point</li> </ul>			
to objects if asked	to objects if asked	to objects if asked			
about them.	about them.	about them.			
<ul> <li>Generally focus on an</li> </ul>	<ul> <li>Generally focus on an</li> </ul>	<ul> <li>Generally focus on an</li> </ul>			
activity of their own	activity of their own	activity of their own			
choice and find it	choice and find it	choice and find it			
difficult to be	difficult to be	difficult to be			
directed by an adult.	directed by an adult.	directed by an adult.			
<ul> <li>Listen to other</li> </ul>	<ul> <li>Listen to other</li> </ul>	<ul> <li>Listen to other</li> </ul>			
people's talk with	people's talk with	people's talk with			
interest, but can	interest, but can	interest, but can			
easily be distracted	easily be distracted	easily be distracted			
by other things.	by other things.	by other things.			
<ul> <li>Make themselves</li> </ul>	<ul> <li>Make themselves</li> </ul>	<ul> <li>Make themselves</li> </ul>			
understood, and can	understood, and can	understood, and can			
become frustrated	become frustrated	become frustrated			
when they can't.	when they can't.	when they can't.			
<ul> <li>Start to say how they</li> </ul>	<ul> <li>Start to say how they</li> </ul>	Start to say how they			
are feeling, using	are feeling, using	are feeling, using			
words as well as	words as well as	words as well as			
actions.	actions.	actions.			
Start to develop	Start to develop	Start to develop			
conversation, often	conversation, often	conversation, often			
jumping from topic to	jumping from topic to	jumping from topic to			
topic.	topic.	topic.			
<ul> <li>Develop pretend</li> </ul>	Develop pretend	Develop pretend			
play: 'putting the	play: 'putting the	play: 'putting the			
baby to sleep' or	baby to sleep' or	baby to sleep' or			





			,
	'driving the car to the 'driving the car to the	driving the car to the	
	shops'. shops'.	shops'.	
	<ul> <li>Use the speech</li> <li>Use the speech</li> </ul>	Use the speech	
	sounds p, b, m, w. sounds p, b, m, w.	sounds p, b, m, w.	
	Pronounce: - I/r/w/y - Pronounce: - I/r/w/y -	- Pronounce: - I/r/w/y -	
	f/th - s/sh/ch/dz/j f/th - s/sh/ch/dz/j	f/th - s/sh/ch/dz/j	
	multi-syllabic words multi-syllabic words	multi-syllabic words	
	such as 'banana' and such as 'banana' and	such as 'banana' and	
	'computer' 'computer'	'computer'	
	<ul> <li>Listen to simple</li> <li>Listen to simple</li> </ul>	Listen to simple	
	stories and stories and	stories and	
	understand what is understand what is	understand what is	
	happening, with the happening, with the	happening, with the	
	help of the pictures. help of the pictures.	help of the pictures.	
	Identify familiar     Identify familiar	Identify familiar	
	objects and objects and	objects and	
	properties for properties for	properties for	
	practitioners when practitioners when	practitioners when	
	they are described: they are described:	they are described:	
	for example: 'Katie's for example: 'Katie's	·	
	coat', 'blue car', coat', 'blue car',	coat', 'blue car',	
	'shiny apple'. 'shiny apple'.	'shiny apple'.	
	Understand and act     Understand and act	Understand and act	
	on longer sentences on longer sentences	on longer sentences	
	like 'make teddy like 'make teddy	like 'make teddy	
	jump' or 'find your jump' or 'find your	jump' or 'find your	
	coat'.	coat'.	
	Understand simple     Understand simple     understand simple	Understand simple      Guardines about	
	questions about questions about	questions about	
	'who', 'what' and 'who', 'what' and	'who', 'what' and	
	'where' (but 'where' (but	'where' (but	
1	generally not 'why'). generally not 'why').	generally not 'why').	