

Nursery Overview

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
Listening, Attention and Understanding	Understand use of objects.	Understand and follow an instruction that has one part. Understand where/what questions.	Show understanding of prepositions.	Understand and follow an instruction that has two parts, such as: "Get your coat and wait at the door".	Question why things happen and give explanations.	Understand and answers 'why' questions.	Understand 2-part questions and instructions.
	Pay attention during an activity of their own choosing.	Pay attention during an activity of their own choosing.	Maintain attention during an activity of their own choosing.	Maintain attention during an activity of their own choosing when alongside peers.	Maintain attention during an adult based activity. Listen attentively in a range of situations.	Remain focused for a sustained period during an adult focused activity.	Maintain attention in small and large groups directed by an adult and can ignore environmental distractions.
	Show fleeting attention when selecting activities.	Show single-channelled attention towards tasks.	Respond to their name being called when engaged in an activity.	Listen to others and responds when engaged in an activity.	Talk to others when engaged in an activity.	Pay attention to more than one thing at a time.	Focus on or shift attention from one thing to another.
	Attention is gained by their name being called and responds appropriately e.g. gains eye contact, stops what they are doing.	Greet familiar adults and peers and responds to social phrases and simple questions with familiar adults and peers.	Use social phrases such as good morning to familiar adults and peers. Listen to others when they are speaking.	Initiate a conversation with a familiar adult or friend.	Start a conversation with an adult or a friend and continue it for many turns.	Greet and responds to unfamiliar adults and peers when greeted.	Respond to cues such as their names and greetings and interact with others using social phrases or actions.

	Enjoy listening to stories and rhymes.	Join in with rhymes. Retell a story using props and pictures as a guide.	Sing a large repertoire of songs. Retell a short story.	Discuss familiar books that have been read to them in class.	Tell a long story e.g. through role-play or by retelling a story.	Enjoy listening to longer stories and can remember much of what happens.	
Speaking	Enjoy listening to stories and rhymes.	Join in with rhymes and repeated phrases in stories.	Use a wider range of vocabulary. Listen to and responds to stories.	Use a wider range of vocabulary.	Use newly learnt vocabulary when playing and during discussions.	Build up vocabulary that reflects the breadth of their experiences.	Use vocabulary influenced by books and nursery activities.
	Develop their communication but may continue to have problems with irregular plurals.	Develop their communication but may continue to have problems with irregular tenses.	Beginning to use a range of tenses.	Able to use language in recalling past experiences. Articulates their thoughts and ideas in short sentences.	Talk more extensively about things that are of particular importance to them. Retell a simple past event in correct order.	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. Express ideas about feelings and experiences.	Use sentences of 4-6 words and begin to offer their own opinions. Beginning to use more complex sentences to link thoughts.
	Use talk in pretending that objects stand for something else in play.	Use talk in pretending that objects stand for something else in play.	Use talk to explain what is happening and anticipate what might happen next.	Use connectives in their speech to join their ideas.	Use talk to help work out problems and organise thinking and activities.	Answer open-ended questions.	Use talk to organise themselves and their play.
	Develop their pronunciation but may have problems saying some sounds.	Develop their pronunciation but may have problems saying some sounds.	Develop their pronunciation but may have problems saying some sounds.	Develop their pronunciation and correct pronunciation of	Develop their pronunciation and correct pronunciation of multi-syllabic words.	Can say words with 3 syllables.	Have clear pronunciation.

multi-syllabic words.

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
Self-Regulation	Learn where resources are in the environment and can start to engage with them.	Select and use activities and resources, with help when needed. Be able to play alongside or with peers using resources as a group.	Be able to play with others and to share toys with those playing with them.	Be able to take part in an adult-directed activity that involves turn-taking. Be inclusive of all when playing.	Be able to take part in an adult-directed activity that involves turn-taking, with some support. Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.	Be able to wait for their turn and share resources with minimal adult support.	Show understanding of yours/mine and take turns with support.
	Settle into Nursery by leaving caregiver.	Separate from caregiver with ease. Express a wide range of feelings in their interactions with others and through their behaviour and play.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Regularly uses language based around feelings.	Understand gradually how others might be feeling. Explain how they are feeling.	Recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Offer comfort to others when they are upset.	Talk about how others might be feeling and why and responds appropriately e.g. getting help/offering a hug.	Begin to understand their emotions and show some understanding of how others might feel.

Managing Self	<p>Display some level of independence e.g. putting coat away.</p> <p>Ask for help from familiar adults when needed.</p> <p>Start to eat independently.</p>	<p>Display some level of independence, especially when toileting.</p> <p>Ask for help from familiar adults when needed.</p> <p>Name and identify different parts of their body.</p>	<p>Understand the importance of washing hands after toileting/before eating and shows independent skills in this.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Display self-care skills e.g. apron for water play, washing hands before eating etc.</p> <p>Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p> <p>Put their coat on without help.</p>	<p>Name healthy and unhealthy foods.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Put the Forest school outfit on but may need support with the zip.</p>	<p>Make healthy choices about food and drink.</p> <p>Take off and put on jumper.</p> <p>Put on Forest school outfit without adult support.</p> <p>Fasten the zip on their coat.</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p>	<p>Become more independent in looking after physical needs.</p> <p>Have the foundation skills of: putting on coat, doing zips, dressing self, going to the toilet independently.</p>
	<p>Join in with nursery routines, with some adult support.</p>	<p>Join in with all aspects of the nursery day with minimal encouragement.</p>	<p>Take on responsibilities within the classroom.</p>	<p>Enjoy a sense of belonging through being involved in daily tasks.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation</p>	<p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in new situations.</p> <p>Show their confidence and self-esteem through</p>	<p>Show confidence in new situations and with unfamiliar people.</p>

					to social groups and to their peers.	taking risks and trying new things or new social situations.	
	Start to follow the routines of the day.	Increasingly follows rules, understanding why they are important.	Remember rules without needing an adult to remind them.	Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.	Adapt behaviour to suit different situations.	Follow the routine of the day without reminders of rules. Confident in adapting to changes in routine or new situations.	Follow rules and remember why they are needed whilst showing respect.
Building Relationships	Seek out companionship with adults and other children, sharing experiences and play ideas.	Develop and establishes friendships.	Enjoy playing alone, alongside and with others. Has good friendships with a range of peers.	Invite others to play and attempts to join others' play. Be able to engage in meaningful play for periods of time.	Change their own game ideas to fit others wants.	Play with one or more other children, extending and elaborating play ideas. Listen to and accepts other children's ideas in play.	Play with one or more children cooperatively.
	Use their experiences of adult behaviours to guide their social relationships and interactions.	Talk about self and others positively.	Form positive relationships with adults and children in the class.	Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they	Understand the impact of their words and actions on others. Console others when they are upset.	Understand how their actions can change the way someone is feeling e.g. consoling someone when	Children show kindness to others through their words, actions and manners.

				hear from others. Offer help to their peers.		they are upset.	
	Ask for help from adults when needed.	Seek out adults for support when conflicts arise.	Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.	Become more confident in how to solve a conflict without an adult.	Talk with others to solve conflicts. Develop appropriate ways of being assertive.	Find solutions to conflicts and rivalries.	

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
Gross Motor Skills	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. Create lines and circles pivoting from the shoulder and elbow.	Walk down steps or slopes whilst carrying a small object, maintaining balance and stability. Use large-muscle movements to wave flags and streamers, paint and make marks. Use their body to hop and skip.	Balance on one foot or in a squat momentarily, shifting body weight to improve stability. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Jump and roll in different ways.	Maintain balance using hands and body to stabilize. Grasp and release with two hands to throw and catch a large ball, beanbag or an object. Kick a large ball. Crawl under climbing equipment.	Grasp and release with two hands to throw and catch a medium-sized ball, beanbag or an object. Kick a large ball to a desired location.	Confidently explores movement in different ways- Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Confidently throws, catches and kicks balls of different sizes.	Develop control over balance and using large muscle movements with co-ordination.
	Run with spatial awareness and negotiates	Start taking part in some group activities which	Collaborate with others to manage large items, such as moving a long	Choose the right resources to carry out their own plan.	Increasingly be able to use and remember	Match their developing physical skills to	Choose the appropriate physical skills for

	space successfully, adjusting speed or direction to avoid obstacles.	they make up for themselves, or in teams.	plank safely, carrying large hollow blocks.		sequences and patterns of movements which are related to music and rhythm.	tasks and activities in the setting.	a variety of tasks and activities.
Fine Motor Skills	<p>Explore holding scissors.</p> <p>Use playdough tools with modelling from others.</p> <p>Explore mark-making materials to make marks.</p> <p>Use a fork or spoon to feed themselves.</p>	<p>Hold scissors and move fingers to make a cutting motion.</p> <p>Manipulate malleable materials using hands and tools.</p> <p>Show control over tools when mark-making.</p>	<p>Begin to make snips in paper.</p> <p>Use playdough tools for a desired effect.</p> <p>Show good grip and control when mark-making.</p> <p>Use a knife or fork to cut food with increasing control.</p>	<p>Refine snipping skills using scissors.</p> <p>Use playdough and tools independently and confidently.</p> <p>Draw lines and circles using a range of media.</p>	<p>Cut along straight/curved lines.</p> <p>Draw simple representations using a range of media.</p> <p>Use cutlery independently.</p>	<p>Cut an object/drawing out of a larger piece of paper.</p> <p>Manipulate a range of tools and equipment in one hand, tools including scissors, paintbrushes, cutlery etc.</p> <p>Confidently makes marks using a range of tools.</p>	Uses one handed tools and equipment.
	Hold mark making equipment with preferred grasp.	<p>Show a preference for a dominant hand.</p> <p>Develop pencil grip and confidently uses digital pronate grasp.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Develop quadrupod pencil grip.</p>	Independently uses quadrupod pencil grip.	Develop a static tripod grasp when using thick mark-making materials.	Use a static tripod grasp when using pencils.	Show preference for a dominant hand within a tripod grip.
Literacy							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes

Comprehension	<p>Enjoy sharing books with an adult.</p> <p>Look at and enjoys print and digital books independently.</p> <p>Look at the front covers of books when choosing a book to read/take home.</p> <p>Listen to different types of text.</p>	<p>Respond to the pictures and words in a book.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Handle books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Recognise their name.</p> <p>Look at a book in the correct order.</p>	<p>Has favourite books and seeks them out to look at independently or with others.</p> <p>Ascribe meanings to signs, symbols and words that they see in different places.</p> <p>Turn the pages from start to end in a book independently.</p> <p>Look at books with increasing focus.</p> <p>Know that books have different parts e.g. front cover, back cover, blurb etc.</p> <p>Recognise familiar logos or symbols in the environment.</p>	<p>Show interest in illustrations and words in print and digital books and words in the environment.</p> <p>Point to words on the page when being read to.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Interact with different types of print when playing e.g. menus, shopping lists etc.</p>	<p>Recognise familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Recall what happened at the beginning and end of a story and can tell their own story.</p> <p>Point to the front cover, page and back cover of a book.</p> <p>Use forms of print in their play.</p>	<p>Make up own stories or 'read' when they see print.</p> <p>Follow along with their finger when being read to.</p> <p>Sequence a familiar story.</p> <p>Explain what an author is.</p> <p>Starts to spot and say sounds that they can see in the environment.</p>	<p>Handles books correctly and understands the key concepts of books:</p> <p>-Print has meaning.</p> <p>-We read English text from left to right and from top to bottom.</p> <p>-Page sequencing.</p> <p>-The names of the different parts of a book page.</p> <p>-Print can have different purposes.</p>
	<p>Listen to and joins in with stories and poems, when reading one-to-one and in small groups.</p>	<p>Repeat words and phrases from familiar stories.</p>	<p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Make comments on stories and shares their own ideas and experiences.</p>	<p>Talk about events and principal characters in stories and suggests how the story might end.</p>	<p>Discuss their opinion on books that have been read to them.</p> <p>Use vocabulary linked to a story.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Act out stories using props and puppets.</p>	<p>Share and talk about stories, non-fiction and poetry with others.</p>

Word Reading	Join in with singing nursery rhymes.	Finish the end of a nursery rhyme when the last word is omitted.	<p>Articulate words clearly.</p> <p>Sing or chant a rhyming string along with an adult.</p> <p>Articulate speech sounds clearly.</p>	<p>Pronounce multi-syllabic words.</p> <p>Recognise that the words rhyme.</p> <p>Identify initial sounds of words.</p> <p>Reproduce the initial sound clearly and recognisably.</p> <p>Recall a list of objects with the same sound.</p>	<p>Clap the syllables in a word.</p> <p>Match rhyming words.</p> <p>Offer their own ideas of objects with the same sound.</p>	<p>Count the syllables in a word.</p> <p>Generate their own rhymes.</p> <p>Spot words that do not follow the rhyme or alliterative pattern.</p> <p>Select an extended range of words that start with the same sound.</p>	Able to hear syllables, rhymes and words with the same sounds.
	Join in with words and actions.	Join in with words and actions.	Articulate speech sounds clearly.	<p>Identify initial sounds of words.</p> <p>Reproduce the initial sound clearly and recognisably.</p> <p>Blend phonemes and recognise the whole word.</p>	<p>Match objects to their initial sound.</p> <p>Say the word by orally blending and identify the object.</p> <p>Blend words that start with the same phoneme.</p>	<p>Segment words into phonemes.</p> <p>Identify the number of phonemes that make up a given word.</p>	Can orally blend CVC words and hear initial sounds.
Writing	Sometime gives meaning to their drawings and paintings.	<p>Ascribe meanings to signs, symbols and words that they make themselves.</p> <p>Include mark making in their</p>	Make up stories, play scenarios, and drawings in response to experiences, such as outings and stories.	Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.	Begin to make letter-type shapes to represent the initial sound of their name and other familiar words.	<p>Write some letters accurately.</p> <p>Include mark making and early writing in their play.</p>	Use mark marking and some initial sounds in their play.

		play.		Show interest in letters on a keyboard.			
	Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	Show increasing control over mark-making equipment.	Trace lines and shapes with their finger in large-scale movements.	Trace lines and shapes with tools in large-scale movements.	Trace lines and shapes with tools in small-scale movements.	Draw lines and shapes.	Able to retrace vertical lines and draw anticlockwise shapes.
	Give meaning to the marks that they make.	Recognise their name.	Start to form some letters of their name. Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.	Form all letters of their name.	Write the letters of their name accurately with a name card.	Write some or all their name without name card.	Write their own name.

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
Number	Show 'finger numbers' up to 3.	Develop fast recognition of up to 3 objects,	Recognise dot patterns to 3.	Recognise dice patterns to 3.	Subitise sounds e.g. 3 bangs on a drum.	Subitise amounts up to 3 in different arrangements.	Subitise to 3.
	Say one number for each item in order and tags each item whilst counting.	Recognise numerals to 3, Show the right number of objects to match the numeral, up to 3.	Show 'finger numbers' up to 5.	Recognise numerals to 5. Count 5 objects using 1:1 correspondence.	Match numerals to amounts up to 5. Choose the correct numeral to represent an amount to 5.	Link numerals and amounts up to 5 in different contexts.	Match numeral to quantity up to 5.

	Start to recognise numerals.						
	Say one number for each item in order and tags each item whilst counting.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Count items using 1:1 correspondence.	Count 5 objects using 1:1 correspondence.	Count out a set number of objects up to 3 from a larger group.	Count out a set number of objects up to 5 from a larger group.	Can count up to 5 objects from a larger group.
	Say one number for each item in order and tags each item whilst counting.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Say how many objects there in a group of objects up to 5.	Say how many objects there are when asked without recounting.	Count out a set number of objects up to 3 from a larger group.	Say how many objects there in a group of objects up to 10. Count out a set number of objects up to 5 from a larger group.	Know the last number in a count tells you the amount up to 10.
Numerical Patterns	Join in with counting songs.	Recite numbers to 5, going forwards and backwards.	Use some number names and number language within play and may show fascination with large numbers.	Recite numbers to 10, going forwards and backwards.	May enjoy counting verbally as far as they can go.	Begin to recognise numerals 0 to 10.	Recite numbers accurately to 10.
	Say one number for each item in order: 1,2,3,4,5.	Show the right number of objects to match the numeral, up to 3.	Show 'finger numbers' up to 5. Count an irregular arrangement of 3 objects. Count objects that	Count 5 objects using 1:1 correspondence. Count an irregular arrangement of 5 objects.	Represent numbers up to 5 with resources. Match numerals to amounts up to 5. Experiment with their	Show that numbers are made up of smaller numbers.	Be able to represent up to 5 objects with 1-1 correspondence.

			cannot be moved or touched up to 3. Represent numbers up to 3 with resources.	Count objects that cannot be moved or touched up to 5.	own symbols and marks as well as numerals.		
	Join in with number songs where quantities change.	Recite numbers to 5, going forwards and backwards.	Compare quantities using language: 'more than', 'fewer than'.	Compare two small groups of up to five objects, saying when there are the same number of objects in each group. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Say how many objects there are after one more has been added. Say how many objects are left after one has been taken away.	Start to recall one more or less to 5, using resources when needed.	Know one more and one less up to 5.
	Join in with number songs.	Use some number names and number language within play.	Solve real world mathematical problems with numbers up to 3.	Beginning to use understanding of number to solve practical problems in play and meaningful activities.	Experiment with their own symbols and marks as well as numerals.	Solve real world mathematical problems with numbers up to 5.	
Shape, Space and Measure	Talk about and explores 2D shapes, especially when building with construction. Build with a	Explore making pictures and models with shapes. Name the shapes they have used	Select shapes appropriately e.g. when building with construction. Begin to talk about and explore 2D and 3D shapes using informal	Identify the corners and sides on a 2D shape. Predict, moves and rotates objects to fit the space or create the shape they would like.	Confidently talks about and explores 2D and 3D shapes using informal and mathematical language. Attempt to create	Combine shapes to make new ones. Show awareness of shape similarities and differences between objects.	Describe and use basic 2D shapes and 3D shapes.

	range of resources.	when using 2D shapes.	and mathematical language.		arches and enclosures when building.		
	Use language relating to size e.g. big, small.	Sort items by size e.g. big/small.	Use language to compare size e.g. bigger/smaller/biggest/smallest. Order 3 items by size.	Use language related to height, length and capacity e.g. long/short, tall/small, heavy/light.	Make comparisons between objects relating to size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	Order 3 objects by their height or length.	Compare or order 2 or three objects by height, weight or size.
	Understand position with gestures. Talk about and identify patterns around them. Uses informal language like 'pointy', 'spotty', 'blobs' etc. Follow the routine of the day.	Respond to and uses language of position and direction. Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. Recall what is happening next in the day.	Discuss routes and locations, using words like 'in front of' and 'behind'. Explore and adds to simple linear patterns of two or three repeating items. Recall past experiences and is starting to use the correct tense.	Follow positional cues through words alone such as on, in, under. Extend and create ABAB patterns. Recall a sequence of events in everyday life and stories.	Direct someone using positional/directional cues. Notice and correct an error in a repeating pattern. Follow a set of instructions in a set sequence. Measure time in non-standard ways e.g. use of a timer.	Describe a familiar route. Create different patterns using a range of resources. Describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Use appropriate vocabulary to describe quantities, and compare position, time, and patterns.

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
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Past and Present	Remember and talks about significant events in their own experience.	Recognise and describes special times or events for family or friends.	Recall past experiences and is starting to use the correct tense.	Begin to make sense of their own life-story and family's history.	Describe changes in appearance in themselves from when they were a baby or toddler.	Describe changes in what they could do from when they were a baby or toddler.	Talk about things they did when they were younger.
People, Culture and Communities	Show interest in the lives of people who are familiar to them.	Talk about their family with their peers and teachers. Develop positive attitudes about the differences between people.	Talk about their family and who they are and their qualities/preferences etc.	Listen with interest to stories about families and asks questions or offers comments.	Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Continue developing positive attitudes about the differences between people.	Talk about their family and how other families are different.
	Show interest in different occupations.	Through play shows understanding of different occupations.	Talk about people that help them at home or in the community.	Match certain job roles to careers e.g. vets to animals etc.	Through play demonstrates a confident understanding of different occupations.	Express their future aspirations for careers.	Know about different occupations.
	Recognise and describes special times or events for family or friends.	Listen with interest to stories about ways of life that are similar or different to their own.	Ask questions related to stories they have listened to and uses vocabulary linked to celebrations.	Talk about festivals that they celebrate and how they are similar or different to others.	Talk about festivals that they have learnt about and how they are similar or different to others.	Continue developing positive attitudes about the differences between people.	Talk about the different celebrations and festivals that they or others celebrate.
	Talk about their immediate environment.	Talk about places that they have visited.	Describe what they can see in books, non-fiction books and photos.	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Explain how places are similar or different to each other.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about different places they know.

The Natural World	Begin to understand the need to respect and care for the natural environment and all living things.	Show care and concern for living things and the environment.	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Begin to understand the effect their behaviour can have on the environment.	Plant seeds and care for growing plants.	Understand the key features of the life cycle of a plant and an animal.	Look after plants and other living things around them.
	Talk about what they see.	Show an understanding of place through play and routines.	Talk about frequent routes e.g. walk to school.	Show an interest in maps and map-making.	Understand what maps are and what they are used for.	Describe a familiar route.	Talk about and draw known routes.
	Use all their senses in hands on exploration of natural materials.	Talk about how materials feel and look.	Explore how materials can be manipulated and changed.	Explore collections of materials with similar and/or different properties.	Talk about the differences between materials and changes they notice.	Use materials for a set purpose.	Explore and talk about different materials they use.
	Explore how things work.	Play with a range of materials to learn cause and effect.	Ask questions about how things work or why things happen.	Talk about why things happen and how things work.	Confidently operates cause and effect toys and start to use this knowledge in play.	Explore and talk about different forces they can feel.	Explore how things work through cause and effect.
	Talk about what they see. Observe the effects of the weather on their environment.	Talk about what they see, using a wide vocabulary. Notice how the trees change in Autumn. Notice and describe changes that happen when freezing water.	Talk about changes in the environment. Describe the effects of the weather on their environment. Notice and describe changes that happen when melting water.	Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world. Notice how the trees change in Spring. Notice and describe changes that happen when	Discuss the effects of the weather on their environment. Notice how the trees change in Summer. Notice changes and describe these in themselves. Observe changes in the growth of a plant.	Developing an understanding of growth, decay and changes over time. Describe the effects of the weather on the environment and compares this. Describe changes in	Make observations of key changes in their life and environment e.g. day/night and the weather/seasons.

cooking.

themselves.

Expressive Arts and Design

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Outcomes

Creating with Materials	Explore colour with a range of media.	Name colours that they have used.	Experiment with mixing colours when exploring the provision.	Mix paint and can discuss what happened when mixing the colours.	Mix paint to make intended colours with adult support.	Continue to explore colour and how colours can be changed.	Know that mixing colours creates a new colour.
	Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Talk about how different materials feel. Use glue to join materials together.	Explore using junk modelling to create their ideas. Use tape to join materials together.	Talk about what they are going to make and how.	Join different materials and explore different textures when creating their ideas. Describe how they have made something.	Develop their own ideas and then decide which materials to use to express them.	Join materials using tape or glue.
	Explore using different tools such as scissors, paintbrushes etc.	Show increasing control when using tools and media.	Choose the correct tool for a given purpose.	Refine skills when using a range of tools.	Manage risks and takes care when using resources in class.	Manipulate a range of tools and equipment in one hand.	Manage scissors or other tools with safety.
	Explore playing a range of instruments.	Listen with increased attention to sounds. Match sounds.	Explore and learn how sounds and movements can be changed.	Use instruments to make different types of sounds e.g. loud, quiet, fast, slow.	Tap out simple repeated rhythms. Copy and extend rhythms.	Play instruments with increasing control to express their feelings and ideas. Choose appropriate words to describe sounds they hear (e.g.	Know how instruments can be used to make different sounds.

						loud, fierce, rough, squeaky).	
	Use various construction materials.	Use large-scale and small-scale construction.	Describe what they have made.	Talk about what they are going to make and how.	Reflect on what they have made and makes adaptations to their creations.	Make imaginative and complex 'small worlds' with blocks and construction kits.	
Being Imaginative and Expressive	Remember and sing entire songs. Enjoy joining in with moving, dancing and ring games.	Continue to explore moving in a range of ways.	Develop an understanding of how to create and use sounds intentionally.	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.	Join in with group songs, stories and rhymes.
	Give meaning to the marks that they make.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Use drawing to represent their ideas.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Draw simple objects such as houses, faces etc.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Draw images with detail and some accurate features.
	Explore using a range of construction materials.	Use large-scale and small-scale construction.	Talk about what they have made.	Explain what they are going to make and how.	Use what they have created in their play.	Make models of increasing complexity and detail.	Make models to represent their ideas.
	Talk about what they can hear and see.	Talk about what they like or dislike about types of music and artwork.	Respond to what they have heard or seen, expressing their thoughts and feelings.	Create sounds to accompany stories, music and artwork.	Create movements drawings to accompany stories, music and artwork.	Create drawings to accompany stories, music and artwork.	Talk about art works and music around them.
	Take part in simple pretend play, using an object to	Engage in imaginative play based on own ideas or first-hand	Notice what other children and adults do, mirroring what is observed, adding	Create imaginary props to support play.	Act out a narrative with other children, responding to what	Begin to develop complex stories using small world equipment like	Make up stories or role play with props.

	<p>represent something else even though they are not similar.</p> <p>Play alongside other children who are engaged in the same theme.</p>	<p>or peer experiences.</p>	<p>variations and then doing it spontaneously.</p> <p>Use available resources to create props.</p>		<p>they are doing or saying.</p>	<p>animal sets, dolls and dolls houses etc.</p>	
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