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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **PSED** | | | | | | | | |
| **Self-Regulation** | -I know how to express a range of emotions through facial expression, to show others how I feel.  -I understand that some things are mine, some things are shared and some things belong to other people.  -I am able to talk about myself.  -I know how to self-regulate after a period of time, with support from an adult. | -I am beginning to have a sense of who I am.  - I am beginning to self-regulate during transition times.  -I know how to say how I am feeling, using words like happy, sad, or angry.  - I am beginning to show ‘effortful control’, beginning to wait, with adult support, rather than taking.  -I follow a one-step instruction, with support. | -I know how to share or take turns, with the support of an adult.  -I am able to sit for a short period of time, during circle time or adult input.  -I am beginning to follow rules and don’t always need adult support. | -I know how to talk about my feelings with more complex vocabulary, such as nervous, worried etc.  - I follow a 2-step instruction. | -I know how to talk about my feelings, and I am starting to understand the feelings of others.  -I know and use strategies to help me self-regulate when feeling sad or cross. | -I know how to tell others how their actions have made me feel.  -I know how to attempt to resolve conflict resolution, with adult support.  -I follow rules without adult support.  -I am engaged and participate during circle time and whole class activities. | -Develop appropriate ways of being assertive.  -Talk with others to solve conflicts. -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  -Understand gradually how others might be feeling. | -Being able to understand their own feelings.  -Responding to other’s feelings.  -Strategies for conflict resolution.  -Following instructions.  -Concentration for short carpet inputs. |
| **Managing Self** | -I know how to get changed with adult support - put on coat, shoes.  -I am able to select activities either by an adult or based on my own interests.  -I know how to use the toilet with help.  -I am becoming outgoing with unfamiliar people in the safe context of the setting. | - I explore the setting with confidence, knowing that a familiar person is close by.  -I put on my coat independently  -I know the rules in Nursery that keep my friends and I safe and happy.  -I am able to follow my interests by selecting an activity independently. | -I am able to attempt new social situations, with new people.  -I am able to choose resources with adult support to help me achieve my goal.  -I know how to manage my toileting needs e.g. using the toilet, washing and drying hands. | -I follow the rules in Nursery, that keep my friends and I safe and happy.  -I am comfortable and happy to talk to others when I’m not as familiar with them (in school).  - I know some healthy choices that I can make, in relation to food and exercise. | -I am becoming more independent when getting dressed.  -I am starting to handle new experiences with more confidence.  -I am able to independently choose resources to help me achieve my goal.  - I know how to explain the rules of Nursery to others. | -I know how to use the toilet independently (inc. hygiene) and am usually dry throughout the day.  -I help show others how to make good choices. | -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  -Develop their sense of responsibility and membership of a community.  -Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.  -Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. | -Developing confidence in following my interests.  -Using resources for a purpose.  -Understanding rules and expectations at Grange.  -Building relationships with adults and trusting that they are here to help us.  -Independence in toileting.  Independence in personal hygiene with hand washing and practising good hygiene strategies.  PSHE-staying healthy. |
| **Building Relationships** | -I interact with other children, when an adult prompts me and is involved in the interaction.  -I know how to play alongside other children. | -I enjoy the company of other children.  -I am able to play at an activity with a group of children and be comfortable.  -I know how to play with one child, extending and contributing during play. | -I am beginning to take turns in play, with adult support.  -I am beginning to share with others and understand the concept of sharing, with adult support. | - I know how to build up to playing with peers through talk.  -I form good relationships with immediate adults in my environment. | - I play with others extending and elaborating play ideas.  -I am able to work as a group and I am beginning to listen to others ideas. | -I play with others cooperatively I can talk with others to resolve conflicts and resolve issues (some support needed).  -I form good relationships with familiar adults, that aren’t always in my environment. | -Play with one or more other children, extending and elaborating play ideas.  -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | -Developing some friendship bonds.  -Understanding that successful play has each person contributing ideas.  -Learning social skills.  -Co-operative play. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: modelling interactions and social etiquette, scaffolding play, supporting and modelling conflict resolutions, sensory/calm area (The Den), ‘Kind’ ‘All About Diversity’ story focus shown in different ways (soft toys, story, identifying own feelings etc), ‘Inside Out’ references, widget emotion cards, using clear instructions, use of visual aids, social stories in play, Widget instruction posters (hand washing, toileting, etc), spot timer for transitional times, visual timetable, Grange Behaviour Bees.**  **Wave 2: Intensive Play Interaction, small group social skills, social stories focused on specific behaviours/needs, individual visual timetable, now and next board, widget choice of play board, widget lanyards.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **Communication and Language** | | | | | | | | |
| **Listening, Attention & Understanding** | -I understand how to listen carefully.  -I understand why listening is important.  -I know how to listen to short stories in a small group. | -I understand and follow simple instructions.  -I know how to switch my attention, when addressed by my name.  -I know how to listen to short stories in a small group and maintain my concentration. | -I understand and answer what and who questions.  -I know how to switch my attention to what I am being asked, during an activity.  -I recall my favourite parts of a story. | -I understand and answer where questions.  -I know how to identify some key characters in some stories. | -I understand and follow two step instructions.  -I understand and answer why questions.  -I know how to learn and use new vocabulary in play. | - I know how to use new vocabulary learnt from people and stories.  -I know how to retell parts of a story, with adult support. | -Enjoy listening to longer stories and can remember much of what happens.  -Pay attention to more than one thing at a time, which can be difficult.  -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”.  -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. | -Listening skills and how I use them.  -Understanding simple questioning and how that furthers my knowledge  -Maintain attention and actively participate.  -Understand learning and how to process information. |
| **Speaking** | -I know how to use everyday words to talk about other people and my own actions and wants.  -I know how to retell familiar nursery rhymes. | -I know how to use 50 or more single words. These will also become more recognisable to others.  -I know how to start to put short sentences together with 2-3 words. | -I am beginning to hold a conversation.  -I remember and use new words.  -I know how to answer simple questions. | -I ask simple questions.  -I know how to play make-believe games, using everyday vocabulary.  -I start a conversation with familiar people, by approaching them.  -I respond appropriately in a conversation. | -I know how to use tense, intonation and rhythm to enhance meaning.  -I know how to express my immediate needs to familiar adults.  -I am able to express if I agree or disagree with something, using words or actions. | -I am confident to share my thoughts and ideas with others.  -I know how to use ‘because’ and ‘and’ to add more detail to my sentence.  -I use sentences of four to six words. | -Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic 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.  -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 bus... you sit there... I’ll be the driver.” | -Confidence to communicate needs and wants.  -Communicating ideas and expanding learning.  -Expanding on my answers to explain in more detail.  -Meaningful play with meaningful conversations.  -Conversation skills.  - |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: modelling vocabulary, body language and facial expressions match speech, giving pupils time to think and respond, visual prompts, talk partners, circle times, circle songs, labelling key areas of the classroom with text and pictures, visual timetable, SHREC approach to develop different levels of interactions.**  **Wave 2: Widget communication boards for needs (choice of snack, play, basic needs), objects of reference, individual visual timetable, now and next board, Visual widgets on lanyards to demonstrate instructions for transitions or individual instructions, ECAT small group, small group speech and language focus.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus, Speech and Language Therapy Targets, 1.1 Speech and Language Therapist support.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **Physical Development** | | | | | | | | |
| **Gross Motor Skills** | -I follow and repeat actions modelled to me, through movement.  -I know how to control my whole body and I am able to negotiate space and objects.  -I am able to walk around safely both inside and outside.  - I co-ordinate effectively when moving from a sitting to a standing position.  - I know how to jump from one position to another in a space.  **P.E Focus-Listening Skills and Games** | -I know how to stop confidently when moving around the environment.  -I skip and hop confidently.  -I am able to jump off objects, from a small height confidently.  -I know how to move my body to music showing when to stop and start.  **P.E Focus- Music** | -I explore moving my body in different ways.  -I know how to use my body to control small and large movements.  -I run safely, whilst navigating space.  - I remember and move my body to a sequence of moves.  **P.E Focus- Dance** | - I know how to roll a ball confidently, with some direction.  -I roll a ball to another person, with some accuracy (the ball moves in the direction of the other person).  -I know how to kick a large ball, with the penguin and ballerina approach.  - I know how to kick a large ball into a large target.  - I know how to throw an object in the air.  - I know how to throw an object into a large target.  -I am able to catch a large ball.  **P.E Focus- Ball Skills** | -I know how to balance objects on my body.  -I am able to balance flat objects using resources such as rackets.  - I know how to balance round objects, using resources such as rackets.  - I know how to flip a flat object and balance it on a racket.  **P.E Focus- Racket Skills** | -I run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.  -I move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  -I know how to show well controlled balance and co-ordination.  **P.E Focus- Refining Skills Taught and Sports Day Practise** | -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.  -Increasingly be 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. | -Following simple movements.  -Moving their bodies in a range of ways.  -Developing co-ordination and balance.  -Participate in team games.  -Developing ball skills.  -Safely navigating space. |
| **Fine Motor Skills** | -I explore using one handed tools.  -I use a fisted grasp or fist grip.  -I know how to make lines.  -I am beginning to mark make using a 5 or 4 finger grasp.  -I make lines and begin to make circles.  - I know how to use dough to make shapes, pinching and pulling, squashing and squeezing. | -I use a palmer grasp and four-finger grip.  - I know how to use one handed tools.  - I am able to open and close scissors.  - I build with large construction.  - I know how to take my shoes on and off.  - I am able to put on my own coat, with support. | -I use a five-finger grasp and pincer grip.  -I am able to pick up small objects using a fine pincer grasp.  -I know how to make snips in paper using scissors, with support.  - I experiment with mark making. | -I use one-handed tools and equipment confidently.  -I use a comfortable grip with good control when holding pens and pencils.  -I show a preference for a dominant hand.  -I know how to build with a range of construction, whilst having accuracy and control. | -I hold a pencil between thumb and two fingers, no longer using whole-hand grasp.  -I am able to use small pegs, threading equipment.  -I know how to make models out of dough to represent what I intend including sphere shapes.  -I am able to cut along a line independently.  -I am able to cut along a curved line, with support.  - I form some letters in my name. | -I use one handed tools with good control  -I hold a pencil near the point between first two fingers and thumb and use it with good control.  -I know how to hold a piece of paper and cut with my dominant hand.  -I cut out shapes with some accuracy.  -I am able to do more fine detail movements such as zip up a coat.  - I form most letters in my name.  - I add small details to my drawings. | -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a 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.  -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. | -Tripod Grip  -Pencil control  -Pencil pressure  -Mark making with control.  -Adding detail to drawings.  -Letter formation  -Name writing  -Scissor cutting skills.  -Building and constructing with materials for precision. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: pencil grip pencils, tactile and sensory experiences (sand, water, mud kitchen etc), mark making opportunities in all areas, sensory movement wake and shakes, range of styles of scissors to support development, Dough Disco, daily free flow access to the garden (am and pm), access to the Outdoor Classroom and Trim Trail, encouragement to sit in a good posture when sitting and learning or writing.**  **Wave 2: small group fine motor focus, Physical Literacy, Squiggle While you Wiggle, The Zone- sensory physical area.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **Literacy** | | | | | | | | |
| **Comprehension** | -I enjoy sharing a book with an adult.  - I join in with familiar rhymes and songs. | -I repeat words from familiar stories.  -I know how to ask questions to gain more information.  -I enjoy sharing my favourite stories with adults, children or by myself. | -I make comments about a story and share my thoughts and views.  - I know how to answer who and what questions. | -I relate to stories via my own experiences.  -I know how to answer where questions.  - I am able to relate props to parts of a story in play.  -I use some vocabulary from recently introduced stories in my play. | -I repeat key phrases from familiar stories.  -I talk about my favourite parts of a story.  -I understand that print has meaning.  -I know how to act out some parts of stories. | - I independently look at a book and follow it page by page.  - I know how to explain why I have a favourite part of a story.  - I know how to name some different parts of a book.  - I use vocabulary from stories in conversations. | -Enjoy sharing books with an adult. -Pay attention and respond to the pictures or the words.  -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  -Repeat words and phrases from familiar stories.  -Ask questions about the book.  -Make comments and shares their own ideas.  =Develop play around favourite stories using props.  Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.  -Engage in extended conversations about stories, learning new vocabulary. | -Rhymes and songs  -Love of reading  -Understanding key parts of a story.  -Expressing likes and dislikes of a book.  -Retelling a story in own words.  -Understanding that there are different parts to a story.  -Knowing that a story has characters and describing them.  -Being careful handling a book.  -Vocabulary  -Asking questions to progress own knowledge.  -Story through play. |
| **Word Reading** | -I know how to pay attention to different sounds made.  -I know how to hear and identify some sounds in the environment around me, inside and out.  - I join in with songs and rhymes. | -I know how to identify quiet and loud noises.  - I know how to identify rhyming.  -I recite songs and rhymes independently. | - I am able to create my own rhyme independently.  - I know how to clap out syllables in words. | -I know how to hear some oral blends with adult support. | -I know how to identify and recite 5 set 1 single sounds.  -I know how to hear initial sounds of sounds consolidated in words.  -I know how to match objects and pictures to the initial sound. | -I know how to recite and identify 8 set 1 single sounds.  -I know how to use correct pronunciation for some set 1 single sounds.  -I know how to recognise words with the same initial sounds.  -I know how to hear some oral blends independently. | -Enjoy songs and rhymes, tuning in and paying attention.  -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  -Say some of the words in songs and rhymes.  -Copy finger movements and other gestures.  -Sing songs and say rhymes independently, for example, singing whilst playing.  -Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as money and mother. | -RWI Scheme  -Oral blending  -Sound recognition  -Initial sounds |
| **Writing** | -I experiment with mark making.  - I enjoy the sensory experience of making marks.  -I enjoy drawing and writing on screen, on paper and in different textures, e.g., sand or shaving foam.  -I able to make circles and lines in isolation.  -I hold a mark making tool with some grip. | -I know how to add meaning to marks that I make. –I know how to make marks to stand for my name.  -I know how to distinguish between the marks that I’ve made.  -I enjoy free drawing.  -I know how to copy some movements. | -I know how to write the first letter of my name with some accuracy in letter formation.  -I attempt to make circles and lines to stand for pictures. | - I am able to copy letters, with some accuracy, to stand for my name.  -I can make well formed circle and lines to stand for letters and pictures.  -I attempt to use other shapes to add detail to my drawings. | -I can write taught sounds, with some accuracy. | -I know how to write some or all of my name.  -I know how to write some initial sounds in words. | -Enjoy drawing freely.  -Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.  -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  -Write some or all of their name.  -Write some letters accurately. | -Pencil grip  -Pencil control  -Letter formation  -Mark making skills (adding continuously more detail).  -Drawing through shapes and lines.  -Name Writing  -Writing initial sounds in CVC words.  -CVC word writing. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1:, resources labelled with words and pictures, modelling phase 1 sounds, modelling sound pronunciation, blending and segmenting consistently, RWI sound mats in provision/activities, multisensory practice of sounds/blending/segmenting opportunities, RWI blending videos, Fred games in provision, active phonics games, vocabulary triangles through widgets, wow words of the week for spontaneous language used to be recapped, check ins for understanding, consolidating knowledge via recapping learning.**  **Wave 2: RWI 1.1 speed sound focus, RWI small group speed sound focus, RWI small group blending, Super sounds small group.**  **Wave 3: IPM/EHCP focus.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **Numeracy** | | | | | | | | |
| **Number & Numerical Patterns** | -I know how to recite some number names in sequence.  -I show an interest in numerals in the environment.  -I know how to match and sort objects.  -I can talk about and identifies the patterns around me.  -I use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc | -I know how to accurately count concrete objects up to 3.  -I know how to match numerals to a quantity up to 3.  - I know how to order numbers up to 3.  - I will attempt to say number rhymes to help me form numbers to 3.  -I will mark make and ascribe some concept of number to the marks.  -I know that actions can be counted as well as objects. | -I have a deep understanding of numbers 1-3.  -I understand composition of numbers to 3.  -I know how to find one more and one less in numbers up to 3, with concrete resources.  -I know how to form numbers up to 3 with some control. | - I know how to subitise up to 5.  -I know how to accurately count concrete objects up to 5.  - I know how to match numerals to a quantity up to 5.  -I know how to order numbers up to 5.  - I will attempt to say number rhymes to help me form numbers to 5.  -I know how to extend and create ABAB patterns – stick, leaf, stick, leaf. | -I have a deep understanding of numbers 1-5.  -I understand composition of numbers to 5.  -I know how to find one more and one less in numbers up to 5, with concrete resources.  - I know how to form numbers up to 5.  - I know how to solve mathematical problems within my play. | -I know how to recite number names up to 10.  -I know how to accurately count concrete objects up to 10.  - I know how to match some numerals to a quantity up to 10.  -I know how to order some numbers up to 10.  - I will attempt to say number rhymes to help me form numbers to 10.  -I know how to notice and correct an error in a repeating pattern. | - Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  - Recite numbers past 5.  - Say one number for each item in order: 1,2,3,4,5.  - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  - Show ‘finger numbers’ up to 5.  - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  - Experiment with their own symbols and 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 identify the patterns around them.  -Extend and create ABAB patterns.  -Notice and correct an error in a repeating pattern. | - Knowledge of numbers to 10.  - Understanding of addition and subtraction.  -Understanding of subitising.  - Being able to match numerals to amounts.  - Number Formation. |
| **Shape, Space & Measure** | -I know that I can use shape for a purpose and explore shape through play.  - I know how to compare the length of two objects, with adult support. | -I know what a 2D shape is.  -I know the simple features of a circle and a triangle.  -I know how to recognise what objects are the longest and shortest in a group of objects. | -I know how to compare two objects weight, with adult support, using balancing scales.  -I know the simple features of a square and a rectangle.  -I am able to understand simple positional language (behind, infront, next to). | -I know how to make a prediction, with some accuracy, on what object is heavier or lighter.  -I know how to combine shapes to make new shapes.  - I use simple positional language accurately in play and when discussing locations and the routes to get there. | -I know what a 3D shape is.  - I use 3D shapes in play to stack and build.  - I notice some 2D and 3D shapes in the environment.  -I am able to talk about the routine of the day and use language like ‘before’ and ‘after’.  -I understand the terminology empty and full.  -I know that different containers can hold different amounts. | -I know the simple features of a sphere, cone and cuboid.  -I am able to understand how periods of my day may be longer or shorter (snack time is shorter than choosing time).  -I use my knowledge of capacity and apply it to my learning in play accurately (sand, water, mud kitchen etc). | * Understand position through words alone. * 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. * 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’. * 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, etc. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | -Knowledge and difference between 2D and 3D shapes.  -Understanding features of shapes.  -Knowing some methods of measuring.  -weight  -length  -height  -capacity  -positional language |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: uncluttered worksheets, modelling with concrete resources, numeracy incorporated into continuous provision to consolidate learning, multisensory practice, resources labelled with words and pictures, large representations on the maths wall, consolidating knowledge via recapping learning.**  **Wave 2: Intensive Play Interaction with a focus on maths, clear simple vocabulary, 1.1 understanding of number through interests, number focus small group.**  **Wave 3: IPM/EHCP Focus.**    **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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| **Understanding the World** | | | | | | | | |
| **Past & Present** | -I understand some similarities and differences from when I was first born, to now. | - I know how to talk about special events in my life.  -I am beginning to talk about my immediate family and explore how their photos in their life differs to mine. | - I talk about my immediate family and their role in my family.  -I am beginning to understand the terminology yesterday, last week and last year. | -I know how to talk about some events with my family that I have experienced in the past. | -I understand the terminology yesterday and last week.  -I compare and contrast characters from stories, including figures from the past, with adult support. | -I know how to explore changes in my immediate environment.  -I know how to look at evidence, such as images and make some comparisons to myself/my life. | -Begin to make sense of their own life-story and family’s history. | -Changes within living memory.  -Similarities and differences in own life to people who are important to them.  -Changes around them.  -Time vocabulary. |
| **People, Cultures & Communities** | -I talk about who is in my family and who lives in my house.  - I know how to explore similarities and differences between myself and my peers. | -I talk about special events and times in my life.   * Diwali * Bonfire Night * Remembrance Day * Christmas | -I talk about special events in other’s lives.   * Lunar New Year   -I know the names of the job roles of some people that help us.  -I know some of the responsibilities in different job roles. | -I talk about special events and times in my life.   * Easter * Mother’s Day   -I know how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. | -I know that everybody is different.  -I know that we have both similarities and differences to characters in stories (fiction and non-fiction) and real people that we personally know. | -I talk about special events and times in my life.   * Father’s Day   -I know that there are different countries in the world and that their climate can be different.  -I know what a globe is and with adult support, I understand that there are different countries/land on earth. | -Show interest in different occupations.  -Continue developing positive attitudes about the differences between people.  -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | -Knowing how to talk about how they celebrate.  -Knowing how others celebrate.  -Religious events.  -Understanding religious events through stories.  -Understanding geographical features.  -Understanding where we live.  -Maps  -Globes |
| **The Natural World** | -I explore my immediate environment in and around nursery.  -I know how to collect and play with natural resources.  -I know how to talk about what I see and hear around me.  -I comment on obvious changes happening to the environment around me.  -I make some links to autumn changes. | -I know some of the features of a woodland habitat.  -I know some of the animal names that live in the woodlands.  -I can talk about times when I have been in a woodland habitat and what I saw. | -I observe what happens when an object is freezing and melting.  -I comment, with prompts, on what I have seen when observing changes to objects.  -I experiment with how toy vehicles move and know how to talk about push and pull movements.  -I make some links to winter changes. | - I observe a butterflies life cycle first hand and notice key changes.  - I observe a plants life cycle first hand and notice key changes.  -I know how to talk about what I have observed in a life cycle.  -I know how to be aware of the needs of living things, such as butterflies and ducklings.  - I know how to care for plants and know what it needs to survive and be healthy.  -I make links to spring changes.  -I can compare changes in spring to previous seasons. | -I know how to use materials for a purpose.  -I know how to talk about material properties using my senses and adult prompts.  - I can talk about what I see and explain why it might be there. | -I know some of the features of an ocean habitat.  -I know some of the animal names that live in the water.  -I know that water habitats change dependent on temperature.  -I explore floating and sinking.  -I know how to ask some questions about where I live.  -I make links to summer changes.  -I can compare changes in summer to previous seasons. | -Use all their senses in hands-on exploration of natural materials.  -Explore collections of materials with similar and/or different properties.  -Talk about what they see, using a wide vocabulary  -Explore how things work.  -Plant seeds and care for growing plants.  -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things.  -Explore and talk about different forces they can feel.  -Talk about the differences between materials and changes they notice. | -Understanding geographical features.  -Habitats  -Seasons  -Life cycles and the process for different types of living things.  -Making comparisons in environments.  -Understanding where we live.  -Understanding features of wider environments.  -Materials  -Forces |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: multisensory practice, resources labelled with words and pictures, consolidating knowledge via recapping and linking learning, modelling vocabulary, giving pupils time to think and respond, visual prompts, talk partners, visual and concrete representations, vocabulary triangles through widgets, clear simple modelling step by step.**  **Wave 2: 1.1 safe choices outside, Intensive Play Interactions, 1.1 modelling of the use of five senses to explore and gain more knowledge.**  **Wave 3: IPM/EHCP focus.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Development Matters** | **Links to Reception** |
| **Expressive Arts & Design** | | | | | | | | |
| **Creating with Materials** | -I know how to make simple marks.  -I explore paint using my fingers.  -I select appropriate tools and use them for a purpose.  -I know how to print with natural materials.  -I use tools to print. | -I show different emotions in my drawings and paintings, like happiness, sadness, fear etc.  -I know how to explore colour and colour-mixing.  -I can mould materials by pushing, pulling and shaping. | -I know how to explore different materials freely.  -I know how to rip and cut materials for a purpose.  -I use glue accurately to join objects.  . | -I know how to join different materials and explore different textures.  -I use cello tape and masking tape to join materials. | -I explore colour and how colours can be changed.  -I know how to add some detail to my drawings and paintings (picking a certain colour, adding different parts etc).  -I know how to talk about what I have observed and how I have applied that to drawings/paintings. | -I know that I can use lines to enclose a space and then begin to use these shapes to represent objects.  -I know how to add detail to my drawings and paintings (using different shapes that I can see, using lines).  -I know how to talk about the tools that I have used and the effect that they have had. | -Explore different materials freely, 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 colour mixing.  -Show different emotions in their drawings – happiness, sadness, fear, etc.  -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | -Colour mixing  -Join materials using different resources  -Exploring different materials, their properties and textures  -Use shapes to add detail to drawings  -Safety using tools  -Control using tools  -Construction  -Art:   * collage * drawing * painting * textiles * printing   -D&T |
| **Being Imaginative & Expressive** | -I am beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.  - I will attempt to join in with familiar songs. | -I will begin to make-believe by pretending.  -I perform songs and dances in a Christmas performance, with adult guidance. | -I know how to take part in simple pretend play, using an object to represent something else even though they are not similar.  -I explore sounds that can be made from percussion. | -I am beginning to develop stories using small world equipment.  -I know how to play simple instruments with increasing control, to express my feelings and ideas. | -I know how to build stories around small world objects/toys.  -I know how to use available resources to create props to support role-play.  -I know how to tap out simple repeated rhythms. | -I know how to create movement in response to music.  -I sing to myself and make up simple songs. | -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.  -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  -Take part in simple pretend play, using an object to represent something else even though they are not similar. | -Play instruments musically.  -Listen to a range of music and know what I like and don’t like.  -Knowing familiar songs and recounting them.  -Being imaginative in play.  -Taking on a role in play.  -Using props in play.  -Creating a storyline in play. |
| **Adaptations incorporated for pupils in our learning environment this year:**  **Wave 1: pencil grip pencils, tactile and sensory experiences (sand, water, mud kitchen etc), mark making opportunities in all areas, range of styles of scissors and wider paintbrushes to support development, resources labelled with words and pictures, WAGOL, modelling process of style of work, modelling taking on a role in play, clear simple modelling step by step, encouraging use of tools safely,**  **Wave 2: tactile sensory awareness (tools used for clay etc), widget cards, Intensive Play Interactions for role play.**  **Wave 3: Celebratory Checkpoints focus, IPM/EHCP focus.**  **In our setting we continuously assess, plan, do and review to support the needs of all children in our cohort and refer to various documents such as the ‘Early Years Graduated Response’ to create an inclusive environment for all.** | | | | | | | | |