



`	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Main Theme	All about me!	Why Do We	People Who Help	How Does your	Big Adventures with	I Wonder What's at
ivialii illellle	All about file:	Celebrate?	Us!	Garden Grow?	Little Feet!	the Seaside?
		celebrate:	03.	Garden Grow:	Little reet.	the seaside:
Characteristics			Playing an	d Exploring:		
of effective			Exploring Elephant – I e	explore and plan my idea	S	
teaching and		Go-F	or-It Gorilla – I try new a	activities based on my in	terests	
learning (CoETL)			Choosing Chimp - I ma	ake independent choices		
				Learning:		
			•	rot – I keep trying		
				I achieve my goals		
		Analysing	g Alligator – I am beginni	= :	es by myself	
				hinking Critically:		
			Slinky-Linky Snake – I car			
		Reflecting	Rhino – I can check my p	=	ell I am doing	
0.1 0 11.1	CI I'	B* .1. I		– I have my own ideas	144	11 11 11
Other Possible	Starting nursery	Birthdays	Valentine's Day	Easter	Where do we	Holidays/Journeys
Themes and	(rules, routines and	Autumn/Winter Diwali	Chinese New Year	World Book Day	live in the UK/ world?	Lifeguards
lines of enquiry (These mini	boundaries) All About Me – My	2	Winter/Ice Superheroes	St. Piran's Day Seasons and weather	World Bee Day	Looking after the
ideas within the	family / My home /	Nursery Rhyme Week Remembrance Day	Looking after	Plants and flowers	St George's Day	ocean Pirates
themes may	Our community	Bonfire Night	ourselves	Ourselves	May Day	Local beaches River
change or be	Relationships	Christmas	People Who Help Us	What lives in a	Africa Day	and Estuaries,
replaced	and feelings (Colours	Cilistinas	Teopie Who help os	pond?	World Fair Trade Day	Lighthouses
depending on the	- feelings/			Life cycles	Animals/Minibeasts	Fishing
children's	emotions)			Planting seeds	and their habitats	Water Cycle
interests)	,			Healthy eating		Weather
•	Autumn			, ,		
Enrichment	Making my family	Bubbling magic	Community Heroes	Growing plants /	Flying' to a different	Pirate day
Activities	book. (Children bring	potions	Day	flowers / food from	country	
	in photos)			seed, bulb sunflower		Map work: Find the
						Treasure





	Autumn Trail –Forest	Bonfire Night / Fire /	Dress up as your	Experiment growing	Animal Cam/Virtual	
	School walk	Sparkler safety / Guy	favourite person who	a bean in a bag	Zoo	Sports Day
		Fawkes	helps you			
	Cooking vegetable			Exploring food	National Storytelling	Graduation
	soup / bread	Cooking	Chinese New Year	(healthy food	Week	
		marshmallows on the	Parade	choices)		
		fire			Bug Hotel	
			Ice experiment:	Regrowing		
		Remembrance Day	Release the	vegetables	Caterpillars to	
			dinosaurs from the		butterflies	
		Food tasting from	ice!	Drawing plants and		
		different cultures:		flowers		
		Diwali Dancing and				
		cooking		Pancake Day		
		Christmas nativity		Weather		
		Christmas Time /		experiments		
		Nativity		experiments		
		INACIVICY		World Book Day		
				dress up as favourite		
				character		
				onaracter.		
Trips and Visit	Newquay Zoo	Fire safety Visit from	Visit from a police/	Spring walk – signs of	Farm Visit	Lifeguard/coastguard
•	. ,	a firefighter	nurse/ vet/ doctor	spring Tadpoles		visit – beach/water
						safety
		Owl Sanctuary visit	Winter weather walk			
				Eden Project		Beach Visit
Story Spine	Elmer	Stickman	Rosie's Hat	The Sunflower	We're going on a	Hooray for Fish!
Story Spille	Eilliei	Stickinali	Nosie 3 Hat	Sword	Bear Hunt	Hoolay for Fish:
				Sworu	Dear Haile	
Key Stories	The Colour Monster	Little Glow	The Smartest Giant	Jack and the	Dear Zoo	Snail and the Whale
			in Town	Beanstalk		
	Maisy Goes to	A Day to Remember			Handa's Hen	Sharing a Shell
	Nursery		A Superhero Like You	The Very Hungry		
		Dipal's Diwali		Caterpillar	Rumble in the Jungle	





	The Family Book		Lost and Found			Pirates Love
		Elmer's Christmas		Planting a Rainbow	We're going to find	Underpants
	10 Little Finger 10	_, _, ,	The Storm Whale in	_, _, _,	the monster	
	Little Toes	The Gingerbread Man	Winter	The Tale of Three Trees	Jack and the	What the Ladybird Heard at the Seaside
	Happy in our Skin	ividii	Lunar New Year	nees	Flumflum tree	Heard at the Seaside
	Trappy in our skin	The Christmas	Around the World	The Teeny Weeny	Translatin tree	Shark Lady
	Owl Babies	Nativity		Tadpole	The Journey Home	,
					From Grandpa's	Somebody swallowed
						Stanley
Key Nursery Rhymes	1,2,3,4,5 Once I	1 Finger 1 Thumb	Three Little Kittens	I'm a Little Bean	5 Little Men in a	Sleeping Bunnies
	caught a Fish Alive				Flying Saucer	
	Lloads Chaldors	1,2 Buckle My Shoe	4 Tedy Bears	Driving Along in a Big Green Tractor	Humanty Dynamty	One Big Hippo
	Heads, Sholders, Knees, and Toes	Firework Number	5 Snow Men	Green fractor	Humpty Dumpty	Row Row Row Your
	Kilees, and loes	Rhyme	5 SHOW WICH	Ba ba Black Sheep	Ring a Roses	Boat
	3 Little Speckled	, -	Miss Polly Had a		0	
	Frogs	I'm a Little Snow Man	Dolly	Dingle Dangle	Jack and Jill	I had a little Turtle
	2 Chaolay Mankaya	Christmas Dudding	Goldilocks went to	Scarecrow	The Wheels of the	1,2,3,4,5 Once I caught
	3 Cheeky Monkeys Swinging in a tree	Christmas Pudding	the House of the	Old McDonald	Bus	a Fish Alive
	Swinging in a tree	We wish you a merry	Bears	Old Wiebolidia	203	a risii / aive
	I'm a Little Hedgehog	Christmas		How to Make the	Down at the Station	A Sailor Went to Sea
				Flowers Grow Song		
	Big Red Combine	Twinkle twinkle				The Big Ship Sails
	Harvester	Christmas star				
Key Maths Books	Mixed	123 to the Zoo	Goldilocks and the	The Spots and the	We're going on a	Nibbles Numbers
,			Three Bears	Dots	bear hunt	
	A Pair of Socks:	One Duck Stuck				Doggies
	Matching		Anno's Counting	Jack and the Bean	Bear in a Square	
	6 11 11 14 1	A Book of Pattern	Book	Stalk		My Granny Went to
	Sorting at the Market	Play			When I Build with Blocks	Market



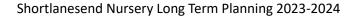


			Pete the Cat and is 4	How Much Does a		
			groovy buttons	Ladybird Weigh?		
Communication and	Communication and I	anguage is developed th	roughout the year throu	igh high quality interacti	ons through daily group o	discussions, circle times,
Language		stories, singing a	nd nursery rhymes. It is	closely linked with our re	eading and phonics.	
Reading/ Phonics	I enjoy sharing books	I can join in with	I can copy finger	I can sing songs and	I can ask questions	I can develop play
	with an adult.	songs and rhymes,	movements and	say rhymes	about the book. I can	around favourite
		copying sounds,	other gestures.	independently, for	make comments and	stories using props.
	I can pay attention	rhythm, tunes, and		example, singing	share my own ideas.	
	and respond to the	tempo.	I have favourite	whilst playing.		I can use the speech
	pictures or words.		books and seek them			sounds p, b, m, w.
		I can say some of the	out, to share with an	I can repeat words		
	I enjoy songs and	words in songs and	adult, with another	and phrases from		I can pronounce
	rhymes. I can tune in	rhymes.	child, or to look at	familiar stories.		I/r/w/y
	and pay attention.		alone.			f/th
		I can listen to simple				s/sh/ch/dz/j
	Listening and	stories and	Rhyme, syllables and			multi-syllabic words
	attention: tuning into	understand what is	alliteration			such as 'banana' and
	sounds and auditory	happening, with the				'computer'.
	discrimination.	help of the				
		pictures.				I can notice some
	I can listen with					print, such as the first
	increased attention	Rhythm and rhyme				letter of my name, a
	to sounds.					bus or door number, or
		I can sing a large				a familiar logo.
	I enjoy listening to	repertoire of songs.				
	longer stories and					
	can remember much	I can remember and				
	of what happens.	sing entire songs.				
		I know many rhymes.				
		T KITOW IIIally Highles.				
		I can talk about				
		familiar books and I				
		can tell a long story.				
		can tell a long story.				





Phonics Scheme	Phonological Awareness:	Phonological Awareness:	Phonological Awareness:	Phonological Awareness:	RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time	RWInc Nursery: Speed Sounds – Set 1 Sounds Pinny Time Fred Talk	
	Stage One Speech Detection	Stage Two Syllable Awareness	Stage Three & Four Onset Rime Rhyme Detection I can understand the 5 key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and top to bottom	Stage Five & Six Initial Sounds Rhyme Production I am developing my phonological awareness so that I can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as	Fred Talk	I can engage in extended conversations about stories, learning new vocabulary.	
			different parts of a book • page sequencing.	money and mother.			
Personal, Social and Emotional Development (PSED)	SCARF: Me and my relationships Marvellous Me! I'm special People who are special to me	SCARF: Valuing differences Me and my friends Friends and family Including everyone	SCARF: Keeping Safe People who help keep me safe Safety indoors and outdoors What's safe to go into my body	SCARF: Rights and Respect Looking after myself Looking after others Looking after my environment	SCARF: Being my Best What does my body need? I can keep trying I can do it!	SCARF: Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families	
Physical Development	Children develop their physical development though access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose. Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, funky fingers, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Cosmic Kids, Healthy Movers.						





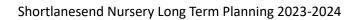


During continuous provision child have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction. According to their individual needs children are supported to become increasingly independent with their own selfcare needs such at toileting and dressing. Children become confident in using a knife and fork having school dinners within the hall. Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times. I enjoy drawing Literacy My coordination is I can use large and I am developing I can add some marks I can make marks on small motor skills to manipulation and developing. freely. to my drawings, my pictures to stand do things control as I explore which I give meaning for my name. I can pass things from independently, for different materials I can express ideas to, for example, "That I can write some one hand to the example, manage and tools and feelings through says mummy." letters accurately. other buttons and zips, and making marks, and I can use some of my pour drinks. I can use a sometimes give a I can use large muscle comfortable grip with meaning to the marks print and letter movements to wave I am starting to make good control when I make. knowledge in my flags and streamers, marks intentionally. holding pens and early writing. For paint and make I can use one-handed pencils. I can draw with example: I can write a increasing complexity pretend shopping list marks. tools and equipment, for example, making I am beginning to and detail, such as that starts at the top I will know how to snips in paper with show a preference for representing a face of the page; I can draw horizontal lines a dominant hand. with a circle and write 'm' for mummy. scissors. including details. I can write some of or all of my name. Maths **Master The** Master The **Master The Master The Master The Master The** Curriculum: **Curriculum:** Curriculum: Curriculum: Curriculum: Curriculum: Colours Number 1 Number 3 Number 6 Sequencing **Number Composition** Matching Number 2 Number 4 Hight & Length Positional Language What Comes After? Patterns Number 5 Mass More than/Fewer What Comes Before? Sorting Capacity 2D Shape Numbers to 5

I can compare

amounts, saying

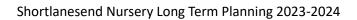
3D Shape







and cups. I can put objects inside others and take them out again. I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy,' spotty' and 'blobs' I can notice and 'blobs' I can experiment with my own symbols and marks as well as numerals. I can experiment with my own symbols and marks as well as numerals. I can cups. I can put objects inside others and take them out again. I can react to changes of amount in a group behaviour, such as behaviour, such as making sounds, pointing or saying spates. I can stalk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy,' spotty' and 'blobs' I can extend an ABAB pattern. I can extend an ABAB pattern. I can show finger numbers in sometimes skipping spates. I know that the last number neached when counting a sequence. I can show that the last number reached when counting a small set of objects to make new objects relating to their size, weight, length, and capacity. I can show finger numbers up to five. I can a she read with a tange of resources. I can complete inset numbers up to five. I can talk about 20 and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical anguage. I can show finger numbers up to five. I can a select shapes appropriately: flat sufficiently packs. I can categorise and mangue 2-belavore up to five. I can a select shapes aportific		_	· ·	'lots', 'more' or	I can count in		I can compare sizes,
I can put objects inside others and take them out again. I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB opattern around recreed and an amounts: for example; I can extend an experiment with my own symbols and make and amounts: for example; I can extend an amounts: for example; I can show the right number of objects to match the numeral up to five. I can extend an amounts: for example; I can extend an amounts: for example; I can show the right number of objects to match the numeral up to five. I can extend an amounts: for example; I can show the right number of objects to match the numeral up to five. I can extend an extend a		_	finger rhymes with	'same'.			
I can put objects inside others and take them out again. I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can sect to changes behaviour, such as making sounds, pointing or saying some number in sequence. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can sect to changes behaviour, such as making sounds, pointing or saying some numbers in sequence. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can show finger numbers up to five. I ca		and cups.	numbers.			different types of	
inside others and take them out again. I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern. I can extend an ABAB pattern. I can sue informal language such as 'pointy', 'spotty' and 'blobs' I can select shapes and make comparisons of objects to select in order 1,2,3,4,5. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can extend an adabab pattern. I can salve the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five. I can show finger numbers up to five. I can show finger numbers up to five. I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the world (UTIVI) History History History bast 5. I can build with a range of resources. I can bruild with a range of resources. I can build with a range of resources. I can build with a range of resources. I can complete inset puzzles. I can compare quantities using the language (more than'). I can an make comparison to describe a sequence. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones.				I am developing	numbers - '1-2-3-5'.	spaces.	- 'bigger / little /
take them out again. I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can nextend an ABAB pattern. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can experiment with my own symbols and marks as well as numerals. I can experiment with my own symbols and marks as well as numerals. I can categorise and make comparisons of three objects without having to count them individually. (subiting or count them individually. (subitising) I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can a sevend an ABAB pattern. I can use informal mathematical (cardinal principle) and 'ablobs' I can show finger numbers of objects to match the numeral up to five. I can show finger number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can categorise and three describe as a square to fire to an ad arrange of resources. I can complete inset problems with numbers up to five. I can make problems with numbers up to five. I can make comparisons between objects relating to their size, weight, length, and capacity. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can a select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can describe as familiar route. I can discuss routes and locations, using words such as 'first', 'then'. I can describe as familiar route. I can describe as eaquence of events, real or c		I can put objects	I can react to changes	counting-like	I can recite numbers		smaller', 'high / low',
I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can use informal language such as 'pointy', 'spotty' and 'blobs' I can experiment with make comparisons of objects to make new ones. I can experiment with my own symbols and marks as well as numerals. I can categorise and make comparisons of objects without having the count them individually. (sublitising) I can say one number for example: stripes on clothing, designs or on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can experiment with my own symbols and marks as well as numerals. I can categorise and three objects without having to count them individually. (sublitising) I can say one number for each object in order: 1,2,3,4,5. I can say one numbers for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can say one number for each object in order: 1,2,3,4,5. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can show finger numbers up to five. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can experiment with my own symbols and marks as well as numerals. I can compare quantities using the language indore than' and 'fewer than' and		inside others and	of amount in a group	behaviour, such as	past 5.	I can build with a	'tall', 'heavy'.
make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can talk about pattern I can waternal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern I can waternal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern I can waternal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern I can waternal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern I can say one number in sequence. I can say one number in sequence. I know that the last number sup to five. I know that the last number sup to five. I can make comparisons between objects relating to their size, weight, length, and cuboids) using informal cuboids) using informal anawounts: for example, I can show finger numbers up to five. I can land about 2D weight, length, and cuboids) using informal cuboids) using informal mathematical language. I can natice and cuboids) using informal cuboids) using informal mathematical language. I can say one number in sequence. I can make countting a small set of objects between objects relating to their size, weight, length, and cuboids) using informal mathematical language. I can say one number in sequence. I can make counting a small set of objects between objects relating to their size, weight, length, and cuboids) using informal mathematical language. I can say one number in sequence. I can make new ones. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can say one numbers in sequence. I can make new objects to make new ones. I can say one number in unmers up to five. I can say one numbers in sequence. I can make new objects to make new ones. I can compare quantities using the language from than' cuboids, using words such as first, 'then'. I can talk about 2D and such as		take them out again.		making sounds,		range of resources.	
objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amarks as well as numerals. I can experiment with nwown symbols and marks as well as numerals. I wow that the last numbers up to five. I know that the last numbers up to five. I know that the last numbers up to five. I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can show finger numbers up to five. I can specific to their size, weight, length, and cubicly using informal numbers up to five. I can specific to their size, weight, length, and cubicly using informal numbers up to five. I can specific to their size, weight, length, and cubicly using informal numbers up to five. I can specific to their size, weight, length, and cubicly using informal numbers up to five. I can specific to matc		I can categorise and	recognition of up to	pointing or saying	I can solve real world		I can notice patterns
shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and 'blobs' I can notice and correct an error in a repeating pattern I can lisk numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can talk about pattern around me. I can say one number for each objects on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can pattern around me. I can show finger numbers up to five. I can show finger numbers up to five. I can lisk numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can talk about pattern around me. I can say one number for dobjects when counting a small set of objects tells you how many there are in total (cardinal principle) when counting a small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five. I can lisk numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can espect shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I am beginning to describe a sequence operation; and fewer than'. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cubiods) using informal mathematical language. I can alk about 2D and 3D shapes (squares, rectangles, circles, triangles and cubiods) using informal mathematical language words. I can		make comparisons of	three objects without	some numbers in	mathematical	I can complete inset	and arrange things in
Can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. Can use informal language such as 'pointy', 'spotty' and 'blobs' Can extend an ABAB pattern. Can use informal language such as 'pointy', 'spotty' and 'blobs' Can extend an experiment with my own symbols and marks as well as numerals. Can extending the World (UTW) History Can make comparisons between objects comparisons between objects comparisons of occupancy comparisons between objects comparisons between objects tells number counting a and 'can make comparisons between objects relating to their size, weight, length, and capacity. Can make comparisons between objects relating to their size, weight, length, and capacity. Can make comparisons between objects relating to their size, weight, length, and capacity. Can an alk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can especiment with my own symbols and marks as well as numerals. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal cuboids) using informal cuboids) using informal cuboids of the language. I can lik about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal cuboids) using informal such the table with no pointing. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can make comparisons between objects relating to their size, weight, length, a		objects by colour,	having to count them	sequence.	problems with	puzzles.	patterns.
I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern I can make comparisons between objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five. I can show finger numbers up to five. I can show finger numbers up to five. I can show finger numbers of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can experiment with my own symbols and marks as well as numerals. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can experiment with my own symbols and marks as well as numerals. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones.		shape, and size.	individually.		numbers up to five.	I can compare	
pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. When counting a small set of objects to smalls et of objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects tells you how many there are in total (cardinal principle) I can show finger netween objects to their size, weight, length, and capacity. I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can extend an ABAB pattern. I can show finger numbers up to five. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can combine shapes to make new ones. I can combine shapes to make new ones. I can combine shapes to make new ones.			(subitising)	I know that the last		quantities using the	describe a sequence
For example: stripes on clothing, designs on rugs and wallpapers. I can extend an ABAB pattern. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) For example: stripes on clothing, designs on rugs and or rore: 1,2,3,4,5. I can extend an ABAB pattern. I can extend an ABAB pattern. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral with my own symbols and marks as well as numerals. I can experiment with my own symbols and marks as well as numerals. I can show finger numbers up to five. I can link numerals and an ad 3 b shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can combine shapes to make new ones. History History History		I can talk about		number reached	I can make		of events, real or
on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can late wallpapers. I can extend an ABAB pattern. I can show finger numbers up to five. I can show finger numbers up to five. I can show finger numbers up to five. I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) I can extend an ABAB pattern. I can extend an ABAB (cardinal principle) I can show finger numbers up to five. I can talk about 2D and 3D shapes (cubids) using up to five any five and capac		pattern around me.	I can say one number	when counting a	comparisons	and 'fewer than'.	fictional, using words
on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) Weight, length, and capacity. I can and 3D shapes (squares, rectangles, circles, triangles and cubiods) using informal mathematical language. I can understand position through word alone – for example 'the bag is informal mathematical language. I can describe as familiar route. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. History History		For example: stripes	for each object in	small set of objects	between objects		such as 'first', 'then'.
wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can extend an ABAB pattern. I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can show finger numbers up to five. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) Wallpapers. I can extend an ABAB pattern. I can extend an ABAB pattern. I can show finger numbers up to five. I can show five. I can show five. I can show the right number of objects to match the numeral up to five. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can describe as familiar route. I can describe as famil		on clothing, designs	order: 1,2,3,4,5.	tells you how many	relating to their size,	I can talk about 2D	
I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) I can use informal cuboids) using informal mathematical language. I can show finger numbers up to five. I can show finger numbers up to five. I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. World (UTW) History Word alone – for example 'the bag is under the table' with no pointing. I can describe as familiar route. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' History History History		on rugs and		there are in total	weight, length, and	and 3D shapes	I can understand
I can use informal language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can use informal language informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones.		wallpapers.	I can extend an ABAB	(cardinal principle)	capacity.	(squares, rectangles,	position through
language such as 'pointy', 'spotty' and 'blobs' I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can notice and correct an error in a repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can notice and correct an error in a repeating pattern I can link numerals language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. History History			pattern.			circles, triangles and	word alone – for
'pointy', 'spotty' and 'blobs' 'pointy', 'spotty' and 'blobs' 'pointy', 'spotty' and 'blobs' 'pointy', 'spotty' and 'blobs' 'pointy', 'spotty' and 'plots' 'pointy', 'spotty' and 'plots' and amounts: for example, I can show the right number of objects to match the surfaces for building, a triangular prism for a roof. 'I can describe as familiar route. I can describe as particular a		I can use informal		I can show finger		cuboids) using	example 'the bag is
'blobs' repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) repeating pattern I can link numerals and amounts: for example, I can show the right number of objects to match the surfaces for building, a triangular prism for a roof. I can experiment with my own symbols and marks as well as numerals. I can link numerals and amounts: for example, I can show the right number of objects to match the surfaces for building, a triangular prism for a roof. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. History History		language such as	I can notice and	numbers up to five.		informal	under the table' with
and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. History History History History		'pointy', 'spotty' and	correct an error in a			mathematical	no pointing.
example, I can show the right number of objects to match the numeral up to five. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can experiment with my own symbols and marks as well as numerals. I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. Understanding the World (UTW) History History		'blobs'	repeating pattern	I can link numerals		language.	
the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) History Appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. I can combine shapes to make new ones. History History History				and amounts: for			I can describe as
objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) Objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can combine shapes to make new ones. History I can discuss routes and locations, using words like 'in front of' and 'behind' I can combine shapes to make new ones. History				example, I can show		I can select shapes	familiar route.
numeral up to five. a triangular prism for a roof. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) History a triangular prism for a roof. I can combine shapes to make new ones. History History History A triangular prism for a roof. I can combine shapes to make new ones. History History				the right number of		appropriately: flat	
a roof. I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) History Words like 'in front of' and 'behind' I can combine shapes to make new ones. History History History				objects to match the		surfaces for building,	I can discuss routes
I can experiment with my own symbols and marks as well as numerals. Understanding the World (UTW) History Of' and 'behind' I can combine shapes to make new ones. History History History History				numeral up to five.		a triangular prism for	and locations, using
my own symbols and marks as well as numerals. Understanding the World (UTW) History History I can combine shapes to make new ones. History History History						a roof.	words like 'in front
marks as well as numerals. Understanding the World (UTW) History History to make new ones. History History History				I can experiment with			of' and 'behind'
Understanding the World (UTW) History History History History				my own symbols and		I can combine shapes	
Understanding the World (UTW) History History History				marks as well as		to make new ones.	
World (UTW) History History				numerals.			
	Understanding the						
How have I change from a baby? The Easter Story Dinosaurs	World (UTW)		•	History		History	
· · · · · · · · · · · · · · · · · · ·		How have I chan	ge from a baby?	The East	ter Story	Dino	saurs







	Geog	raphy	Geogl	raphy	Geography	
	The Journy	to Nursery	Where D	o I Live?	What is a	a Beach?
	Science		Science		Science	
	What are my 5 Senses?		How Does	Ice Melt?	Push and Pull Cars/Magnets	
	I am beginning to	I can explore	I can make	I can explore different	I can respond to and	I can notice
	make sense of my	materials with	connections between	materials, indoors	explore natural	differences between
	own life-story and my	different properties	the features of my	and outdoors.	phenomena within	people.
	family history.		family and other		the setting.	
		I can explore	families	I can plant seeds and		I can talk about
	I repeat actions that	collections of		care for growing	I can describe the life	different forces and
	have an effect, for	materials with similar	I can show an interest	plants.	cycle of an animal.	how they feel.
	example rolling a ball	and different	in different			
	down a pipe or	properties.	occupations.	I can understand key	I can talk about the	
	dropping a stone into		Lawa dawalawina	features of a plant	difference between materials and	
	water and observing the splash		I am developing positive attitudes	lifecycle.	changes I notice.	
	the spiasii		about the difference		changes i notice.	
	I use all my senses in		between people.			
	hands-on exploration		between people.			
	of natural materials		I know there are			
	or natural materials		different countries in			
			the world and talk			
			about differences the			
			have seen in pictures.			
			р			
Expressive Art and	I can show attention	I can join in with	I notice patterns with	I enjoy and take part	I am starting to	I can explore different
Design (EAD)	to sounds and music.	songs and rhymes,	strong contrasts, and	in action songs, such	develop pretend play,	materials, using all
		making some sounds.	I am attracted by	as 'Twinkle Twinkle	pretending that one	my senses to
	I can respond		patterns resembling	Little Star'.	object represents	investigate them.
	emotionally and	I can make rhythmical	the human face.	I can explore colour	another, for example,	
	physically to music	and repetitive		and colour-mixing.	holding a wooden	I can manipulate and
	when it changes.	sounds.	I am starting to make		block to my ear and	play with different
			marks intentionally.	I can listen with	pretending it's a	materials.
	I can move and dance	I can explore a range		increased attention	phone	
	to music.	of sound-makers and		to sounds.		





I can anticipate	instruments and play	I can explore paint,		I can remember and	I can use my
phrases and actions	them in different	using my fingers and	I can respond to what	sing entire songs.	imagination as I
in rhymes	ways.	other parts of my	I have heard,		consider what I can
and songs.		body as well	expressing my	I can sing the pitch of	do with different
	I can explore different	as brushes and other	thoughts and	a tone sung by	materials.
I can explore my	materials freely, to	tools.	feelings.	another person	I can make simple
voice and enjoy	develop my ideas			('pitch match').	models which express
making sounds.	about how to use	I can express my			my ideas.
I can take part in	them and what to	ideas and feelings		I can sing the melodic	I can play instruments
simple pretend play,	make.	through making		shape (moving	with increasing
using an		marks, and		melody, such as up	control to express my
object to represent	I am developing my	sometimes give a		and down, down and	feelings and ideas.
something else even	own ideas and	meaning to the marks		up) of familiar songs.	
though they are not	deciding which	I can create closed			
similar.	materials to use to	shapes with		I can create my own	
	express them.	continuous		songs or improvise a	
I am beginning to		lines, and begin to		song around one I	
develop complex	I can join different	use these shapes to		know.	
stories using small	materials and explore	represent objects.			
world equipment like	different textures.				
animal sets, dolls and		I can draw with			
dolls houses, etc.		increasing complexity			
		and detail, such as			
I can make		representing a face			
imaginative		with a circle and			
and complex 'small		including details.			
worlds' with blocks					
and construction kits,		I can use drawing to			
such as a city with		represent ideas like			
different buildings		movement or loud			
and a park.		noises.			
		I can show different			
		emotions in my			
		drawings and			
		paintings, like			





			happiness, sadness, fear, etc.			
Creative Ideas	Creating self-portraits	Making Christmas pictures /	Listening to music as a stimulus for art	Easter crafts	Draw journey to nursery	Sand painting
	Painting still-life	cards / decorations	a stimulas joi are	Planting seeds	narscry	Exploring patterns on
	flowers		Making lanterns,		Earth day craft	shells and pebbles
		Making hot chocolate	exploring Chinese	Mother's Day crafts		
	Creating collages		text, using puppets to			Junk-modelling
	Junk-modelling	Baking biscuits	act out stories,	Exploring plants and flowers		lighthouses and boats
	houses	Exploring paint to	Chinese dragon	jiowers		Father's Day crafts
		make	dancing, creating our	Exploring the		
	Exploring musical Instruments	firework pictures	own music	weather		Transient art
		Making Diva lamps	Valentines Day Craft			
	Dancing to music		, ,			
	from	Singing Christmas	Draw what kind of			
	different cultures	songs	super hero would you			
			be?			
	Making soup	Nativity / Christmas				
		performance				