

Year N/ R Cycle A – 2023/24

Values / Themes/ Trips and visitors	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect <ul style="list-style-type: none"> • Families • Nocturnal animals • Bears • Day and Night • Houses/homes 	Thoughtfulness <ul style="list-style-type: none"> • Families • Houses/homes • Building • Measuring • Wolves 	Justice <ul style="list-style-type: none"> • Jungle • Crocodiles • Caves • Journeys • Habitats • Camouflage • Friendships 	Compassion <ul style="list-style-type: none"> • Boats • Travel • The Sea/sea creatures • Pirates • Families • Treasure • Maps/flags 	Truthfulness <ul style="list-style-type: none"> • Dinosaurs • Jungle • Telling the truth • Families • Games 	Courage <ul style="list-style-type: none"> • Seaside • Seas/rivers • Weather • Transport • Toys • Special things • Family tree
Phonics Little Wandle Letters and Sounds Scheme	-Phase 2 -Start Phase 3 – Blending/segmenting -Digraphs -Writing Captions -Labelling -Phase 2 tricky words. -Start some phase 3 tricky words.		-Continue Phase 3 - Phase 3 tricky words continued -Extending captions to simple sentences	-Continuing to consolidate Phase 3. -Work on writing a simple sentence	- Extending sentences -Start phase 4 – couple of sounds to challenge. -Adjectives – Connectives 'and', 'so', 'but' -Writing short stories	
English	Peace at Last by Jill Murphy Outcomes Nursery - To join in with key events and phrases in a retelling of the story Reception - To orally retell the story. To draw images and write labels to represent the story	The Three Little Pigs by Mara Alperin Outcomes Nursery – To create a representation of a favourite character in the story. To say which character it is and express some information about the character Reception - To label a plan and attempt to write a simple caption	We're going to find a monster by Malorie Blackman Reception outcome: use images to depict the mains events of the story.	The Pirates are Coming! by John Condon Outcomes Nursery – To sequence images depicting key events in the story and use the images to retell the basic storyline. Reception - To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	Gigantosaurus by Jonny Duddle Outcomes Nursery – To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur. Reception - To rewrite the story	The See Saw by Tom Percival Outcomes Nursery – To sequence images depicting key events in the story and use the images. To retell the basic storyline Reception - To rewrite the story

Poetry (Reception)	A bundle of rhymes! by Mother Goose Outcome - Recite rhymes and use them to build a narrative	Creepy Crawly by Anon & Busy Bugs by James Carter Outcome – Class performance poem	Into the Pond! When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company Outcome - Caption or simple sentence for a class poem	The Farmyard by A. A. Attwood Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell Outcome - Class poem to be performed for an audience	Behold by Mary Kawena Pukui Look! by Grace Nichols Outcome - A class observation poem	Eat Your Peas, Louise! by Peegen Snow & Dinner-time Rhyme by June Crebbin Outcome – Class poem
Little Wandle Love of reading (Nursery)	Hello, friend! by Rebecca Cobb	All through the night by Polly Faber and Harriet Hobday	Would You Rather ... by John Burningham	Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt	Monster Clothes by Daisy Hirst	Errol's Garden written by Gillian Hibbs
Little Wandle rhyme time (Nursery)	Miss Molly had a dolly.	Twinkle twinkle little star Baa Baa Black sheep	The grand old Duke of York. Hey Diddle Diddle.	Row Row Row your boat. A sailor went to sea.	One two buckle my shoe. Incy Wincy spider.	Round and round the garden Mary Mary quite contrary.
Literacy	<p>2 and 3 year olds</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>					
	<p>3 and 4 year olds</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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 • page sequencing 					

	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary. 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.</p>					
	<p>Reception</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>					
<p>Communication and Language</p>	<p>Children in reception Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound</p>					
	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Make themselves understood. Start to say how they are feeling, using words as well as actions.</p>	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Start to develop conversation. Develop pretend play.</p>	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Understand and act on longer sentences Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences</p>	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Start to develop conversation Understand and act on longer sentences Understand simple questions about 'who', 'what'</p>	<p>2- and 3- year olds Listen to simple stories and understand what is happening, with the help of the pictures. Start to develop conversation Understand and act on longer sentences</p>

				Start to develop conversation.	and 'where' (but generally not 'why').	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
3- and 4-year-olds Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	3- and 4-year-olds Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	3- and 4-year-olds Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns. Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	3- and 4-year-olds Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities) Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play. Children in reception Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play. Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of	

									familiarity with the text; some as exact repetition	connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		
Maths Nursery	Weeks 1 – 3 How much, how many?	Weeks 3-6 Me and you, One, two.	Weeks 7 – 9 Lots more, let's explore!	Weeks 10-12 All change or stay the same.	Weeks 1 – 3 Five alive!	Weeks 3-6 How many more?.	Weeks 7 – 9 How many now?	Weeks 10-12 Numbers aloud	Weeks 1-6 Inside outside number fun	Weeks 7-12 Everyday number explorers		
Maths Reception	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting 				<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns 				<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is 			

	<p>numbers, seeing that each number is made of one more than the previous number</p> <ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>necessary</p> <ul style="list-style-type: none"> • develop conceptual subitising skills including when using a rekenrek
<p>Mathematics</p>	<p>2 and 3 year olds Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p> <p>3 and 4 year olds 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 explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>		

	<p>Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
	<p>Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>					
Reception Science	Year Long Observation – Weather 'Whatever the Weather'					
	'Light Magic' Shadows/ Light and dark/ Nocturnal Animals	'Frozen' Materials	'Dough Babies' Animal Habitats	'Pirates' Habitats – The Sea Floating and sinking	'Dinosaurs' Rocks and dinosaur fossils	'Supehero Materials' Playground – Up and down/ fast and slow
Religious Education	F6 Which Stories are special and why? Linked to stories and R.E learning throughout the year.					
	F4- Being special. Where do I belong?	Why is Christmas special to Christians?	Which places are special and why?	Why is Easter special and why?	Which stories are special and why?	Why is God important to Christians?
Understanding the world	2- and 3- year olds Explore materials with different properties.	2- and 3- year olds Explore and respond to different natural phenomena in their setting.	2- and 3- year olds Explore materials with different properties.	2- and 3- year olds Explore materials with different properties.	2- and 3- year olds Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting	2- and 3- year olds Explore natural materials, indoors and outside.

	<p>Explore natural materials, indoors and outside.</p> <p>Make connections between the features of their family and other families.</p>	<p>Explore natural materials, indoors and outside.</p> <p>Make connections between the features of their family and other families.</p>	<p>Explore natural materials, indoors and outside.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Make connections between the features of their family and other families.</p> <p>Explore natural materials, indoors and outside.</p>	<p>Make connections between the features of their family and other families.</p>	<p>Make connections between the features of their family and other families.</p>
3- and 4- year olds	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>3- and 4- year olds</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>3- and 4- year olds</p> <p>Show interest in different occupations.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a</p>	<p>3- and 4- year olds</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>3- and 4- year olds</p> <p>Show interest in different occupations.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p>

			Continue developing positive attitudes about the differences between people.	plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
<p>Reception</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>						
PSED	<p>Keeping and Staying Safe</p> <p>Blue Road Safety</p> <p>Keeping and staying Healthy</p> <p>Orange brushes her teeth</p> <p>Red visits the dentist</p>	<p>Relationships</p> <p>Yellow learns to share</p>	<p>Being Responsible</p> <p>Orange helps out</p> <p>Rainbow helps at home</p>	<p>Feelings and Emotions</p> <p>Orange feels worried</p> <p>Pink misses mummy</p>	<p>Computer Safety</p> <p>Pink's screen time</p> <p>Our World</p> <p>Rainbow's day out</p>	<p>Transition</p> <p>Green is moving up</p>
Personal, Social and Emotional Development	2 and 3 year olds	2 and 3 year olds	2 and 3 year olds	2 and 3 year olds	2 and 3 year olds	2 and 3 year olds
		Develop friendships with other children			Notice and ask questions about differences, such	Develop friendships with other children

	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it").</p> <p>Begin to show 'effortful control'. For example, waiting for a turn.</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn.</p> <p>Grow in independence, rejecting help ("me do it").</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways</p>	<p>as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p>	<p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Be increasingly able to talk about and manage their emotions.</p>
	<p>3 and 4 year olds</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>3 and 4 year olds</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>3 and 4 year olds</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>3 and 4 year olds</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>3 and 4 year olds</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>3 and 4 year olds</p> <p>Show more confidence in new social situations.</p>

	Make healthy choices about food, drink, activity and toothbrushing					
	<p>Reception</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs, personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 					
Art		Drawing: marvellous marks	Painting and mixed media: paint my world		Sculpture and 3D creation station	
DT	Structures – junk modelling			Textiles – book marks		Structures - boats
Music	Exploring Sounds around us. (Peace at last) Keep the beat-songs, rhymes and chants	Exploring sounds-instruments Conducting loud and quiet Fireworks Christmas performance	African music, songs and dance. Copy talking drum rhythms.	Stories, Sound effects and picture scores Adding instruments to stories. (The pirates are coming)	All about dinosaurs Listen to an orchestra Move fast and slow (Carnival of the Animals)	Songs, sounds and music from seashores around the world. Create a seaside soundscape using junk

Expressive arts and design	<p>2- and 3- year olds</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Start to develop pretend play, pretending that one object represents another</p>	<p>2- and 3- year olds</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Start to develop pretend play, pretending that one object represents another</p>	<p>2- and 3- year olds</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Start to develop pretend play, pretending that one object represents another</p>	<p>2- and 3- year olds</p> <p>Enjoy and take part in action songs</p> <p>Make rhythmical and repetitive sounds.</p> <p>Make simple models which express their ideas</p> <p>Start to develop pretend play, pretending that one object represents another</p>	<p>2- and 3- year olds</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Start to develop pretend play, pretending that one object represents another</p>	<p>2- and 3- year olds</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas</p> <p>Start to develop pretend play, pretending that one object represents another</p>
	<p>3- and 4- year olds</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>3- and 4- year olds</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as</p>	<p>3- and 4- year olds</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make imaginative and complex 'small worlds' with</p>	<p>3- and 4- year olds</p> <p>Remember and sing entire songs.</p> <p>Join different materials and explore different textures</p>	<p>3- and 4- year olds</p> <p>Remember and sing entire songs.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore</p>	<p>3- and 4- year olds</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p>

	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<p>up and down, down and up) of familiar songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p>		<p>different textures</p> <p>Explore colour and colour mixing.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>
<p>In reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>						
Physical Development	Gymnastics Balance & Coordination	Move and develop	Ball games	Dance	Myself and me	athletics
Physical development	2 and 3 year olds	2 and 3 year olds Build independently with a range of	2 and 3 year olds Enjoy starting to kick, throw and	2 and 3 year olds	2 and 3 year olds Build independently with a range of appropriate	2 and 3 year olds Walk, run, jump and climb

	<p>Gradually gain control of their whole body through continual practice of large movements</p> <p>Clap and stamp to music.</p> <p>Walk, run, jump and climb</p>	<p>appropriate resources.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>catch balls.</p> <p>Walk, run, jump and climb</p>	<p>Gradually gain control of their whole body through continual practice of large movements</p> <p>Clap and stamp to music.</p>	<p>resources.</p> <p>Walk, run, jump and climb</p>	<p>Gradually gain control of their whole body through continual practice of large movements</p>
	<p>3 and 4 year olds</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>3 and 4 year olds</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>3 and 4 year olds</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>3 and 4 year olds</p> <p>use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>3 and 4 year olds</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>3 and 4 year olds</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>
	<p>Reception</p>	<p>Reception</p> <p>Use their core muscle strength to</p>	<p>Reception</p>	<p>Reception</p> <p>Combine different movements with</p>	<p>Reception</p> <p>Develop their small motor skills so that they can</p>	<p>Reception</p>

	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>achieve a good posture when sitting at a table or sitting on the floor</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>use a range of tools competently, safely and confidently</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
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