

Term Topic - inc child initiated	Aut A	Aut B	Spring A	Spring B	Summer A	Summer B
	All about me My emotions People Who Help Us	Festivals/traditions Autumn	Winter Modern Stories	Traditional tales Easter	Living things Travel Space - Neil Armstrong/ Airport/flight Emelia Airhart/ Stringfellow Cars/vehicles	Summer Pirates (link to FS pirate day) Transition
Books (This may very due to children's interests)	The owl who was afraid of the dark The rainbow fish Guess how much I love you Where's my teddy The Colour monster All emotions are ok (continued through year) Paper Dolls You choose The jolly postman Stanley's Café Mrs Wobble the waitress Ten delicious teachers The scarecrows wedding - link to harvest. Handa's surprise (story sack)	Room on a broom The magic of Christmas Gingerbread man Dipal's Diwali The nativity Seasons come seasons go The little red hen The leaf thief Why do leaves change colour? Baby bible	Winnie and Wilbur in winter Polar bear, polar bear One snowy night Season to season Say hello to the snowy animals We're going on a bear hunt The Gruffalo Chocolate moose for greedy goose The Smeds and Smoos The Very hungry caterpillar The tiger Who Came to Tea	Jack and the beanstalk Three Little pigs Goldilocks The Gingerbread man Red riding hood The three billy goats gruff The Easter story We're going on an Egg hunt Mr Impossible and the Easter egg hunt	Non fiction lifecycle books. The Very Hungry Caterpillar A Spring day One little seed Mad about minibeasts Down by the station This is the bear and the picnic lunch Five little men in a flying saucer Whatever next Alian love underpants We catch the bus Lost & Found The London Bus	Non-fiction animals Commotion in the ocean Clumsy crab What the ladybird heard on holiday Camping out Sharing a shell The pirate house The smiley shark The Colour Monster goes to school Going to school Starting school Hugless Douglas goes to little school
Trips/ Visitors	Declan weekly	Declan weekly Local walk	Declan Weekly Library	Declan Weekly School pond Snowdon Park	Declan weekly Library	Declan weekly Local Walk
MC 48	Make a mud pie creature	Build a den	Splash in muddy puddles	Have a picnic in the park	Look after an animal	Fly a kite
Events	Harvest festival Soup making Roald Dahl Day	Remembrance Christmas show (with Declan) Halloween Diwali Fireworks night	World Religion Day. Pancake day	World book day. Mother's Day Easter	Hatch caterpillars	Sports day/week Pirate day (with FS) Leaver's graduation Transition days. World ocean Day Father's Day
Role play	Home Emergency services. Green grocers/Shop	Home	Home	Home 3 Bears House	Space station Vets	Travel agents Music festival School

Yearly coverage overview

<p>Communication and Language (All link to oracy) Science</p>	<p>Age 2-3 I know how to show interest in others play, I know how to use 2-3 words together. Age 3-4 I know how to shift my attention from one thing to another if you get their attention (Using their name can help) I know how to follow instructions with three key words e.g.' Can you clean the paintbrush? I know how to use plurals (not always correctly)</p>	<p>Age 2-3 I know a range of words about things that interest me. I know how to use everyday words to talk about people I know Age 3-4 I know the pronouns me him she, not always used correctly. I know how to use prepositions, not always correctly. I know a variety of question words (Why/what/where/who/when/where) I know how to give my point of view and debate when I disagree e.g.... 'I like bananas, they are soft and yummy' I know how to start a conversation with an adult or friend and take turns to speak.</p>	<p>Age 2-3 I know how to link up to 5 words together to form a simple sentence. I know how to start a conversation with a familiar adult or friend. I and starting to know how to ask and respond to why and how questions Age 3-4 I know how to use longer sentences of at least 6 words. I know how to use words like 'so, but, because, of' to join phrases. I know how to use plurals and pronouns correctly. I know how to use future and past tense., not always correctly. I know how to use talk in my play to organise an activity with others.</p>
<p>Personal, Social and Emotional Development PSHE - ALL Science Computing</p>	<p>SCARF activities - see scarf planning.</p>		
	<p>Age 2-3 I know how to express some feelings sa/happy/scared/cross/worried etc. I know how to play on my own (solitary play) Age 3-4 I know that some things are mine, some things are shared and some things are others. I know how to respond to feelings and wishes of others. I know the names for an increasing range of emotions. I know how to play with others engages in the same theme. I know and can talk about a range of ways to stay healthy including eating healthy food, brushing my teeth and road safety. I know I need to ask an adult before I go on any devices (phone / tablet etc) and to tell an adult if I see something online that upsets or worries me I know that I shouldn't spend too long on my screen.</p>	<p>Age 2-3 I know how to seek comfort from a familiar adult when I need comfort I know how to respond to some boundaries with support and encouragement. I know how to identify some emotion in stories and in my play. I know how to play on my own while often watching and showing interest in others play. I know some ways to stay healthy e.g. eat healthy food, brush my teeth, exercise. I know I need to ask an adult before I go on any devices (phone / tablet etc) Age 3-4 I know how to demonstrate my own sense of who I am e.g wants to do things independently, say no to an adult/ choose preferred activities. I sometimes know how to distract myself when I am upset (engage in a new activity) I know how to stop myself doing something I know I should not (usually) I know how to talk about an increasing range of my own emotions and why I feel them. I know how to play with more than one person , extending and elaborating play ideas. I know I need to ask an adult before I go on any devices (phone / tablet etc) and to tell an adult if I see something online that upsets or worries me. I know that I shouldn't spend too long on my screen. I know that I should be kind to anyone I talk to online. I know and can talk about a range of ways to stay healthy including eating healthy food, brushing my teeth, a good sleep routine and road safety.</p>	<p>Age 2-3 I know how to separate from my main carer with support and encouragement from a familiar adult. I know how to show effortful control with some adult support e.g ,waiting for a turn, not pushing to the front of a line. I know how to talk about my feelings 'I am sad because'/I love it when. I know how to play alongside others, sometimes interacting with others in the same theme. I know I need to ask an adult before I go on any devices (phone / tablet etc) and to tell an adult if I see something online that upsets or worries me. I know some ways to stay healthy e.g. eat healthy food, brush my teeth, exercise. Age 3-4 I know how to accept the needs of others - taking turns and sharing resources (sometimes with support) I know how to adapt my behaviour to different events/social situations and changes in routine (Usually) I know how to talk about my own and others emotions, I know I need to ask an adult before I go on any devices (phone / tablet etc) and to tell an adult if I see something online that upsets or worries me. I know that I shouldn't spend too long on my screen. I know that I should be kind to anyone I talk to online. I know and can talk about a range of ways to stay healthy including eating healthy food, brushing my teeth, a good sleep routine and road safety. I know how to find solutions to problems - suggesting ideas to find a solution.</p>
<p>Physical Development DT Literacy</p>	<p>Age 2-3 I can roll a ball, not directional. I know how to sit safely on a chair. I know how to hold a knife and use it with support. Age 3-4 I know how to pour a drink. I know how to climb up the outdoor climbing wall and other steps (for slide etc) using alternate feet. I know how to kick and throw a ball in the direction I want. I know that I need to hold my arms out and look at a large ball to attempt to catch it. I know how to walk along parts of the balancing equipment, sometimes needing to hold hands or step off. I know how to hold and use a knife.</p>	<p>Age 2-3 I know how to pour a drink with some adult support. I know how to kick a ball (not directional) I know how to climb up to outdoor climbing wall with adult support. I know how to throw a ball, not directional. Age 3-4 I know how to kick a ball so it goes in a large goal or target (most of the time) I know how to throw a ball toward a target or net, sometimes hitting the target. I know how to attempt to catch a large ball. sometimes successfully. I can confidently use the EYC climbing equipment. I know how to walk across a low balance beam or balancing steps.</p>	<p>Age 2-3 I know how to pour a drink, usually without spills. I know how to climb up the outdoor climbing wall, sometimes with help. I know how to walk along balance equipment holding hands with a friend or adult. I know how to throw and kick a ball and sometimes in the direction I want. Age 3-4 I know how to catch a large ball I know how to control a ball with short kicks and then kick it into a goal. I know how to attempt to climb on the school trim trail (top of A frame - not necessarily over) I know how to walk along the balance bridge on the school trim trail and I attempt the large balance steps, often needing support. I know how to throw a ball to a target or net and often hit the target.</p>
	<p>Scissor skills : Age 2-3 I know how to rip paper. Age 3-4 - I know how to cut snips in paper - with my thumb at the top and elbow in.</p>	<p>Scissor skills Age 2-3 I know how to keep my thumb at the top of the scissors Age 3-4 I know how to snip paper while moving the scissors forward (With thumb at top and elbow in) . I know how to use my helping hand to guid the paper.</p>	<p>Scissor skills Age 2-3 I know how to cut playdough/clay Age 3-4 I know how to cut along a straight line. I know how to cut a curved line.</p>
	<p>Pencil grip Age 2-3 I know how to grasp a paintbrush/pencil etc to make marks. Age 3-4 - I know how to use a four fingered and thump grip to make marks.</p>	<p>Pencil grip Age 2-3 I know how to use a digital pronate grasp to make marks Age 3-4 I know how to begin to use a tripod grip to make some marks that resemble letters.</p>	<p>Pencil grip Age 2-3 I know how to use a digital pronate grasp to make marks Age 3-4 I know how to begin to use a tripod grip to make some marks that resemble letters.</p>
	<p>Trike/bike skills Age 2-3 Join in with trike/bike games/ sit on while other pushes etc. Age 3-4</p>	<p>Age 2-3 Sit on trike and attempt to push with feet Age 3-4 Steer trike/bike with increasing confidence.</p>	<p>Age 2-3 Sit on trike and push with feet. Age 3-4 Steer with confidence to avoid obstacles and attempt to pedal.</p>

Yearly coverage overview

	Sit on trike/bike and move it forward - attempt to steer and pedal.		
Literacy	<p>Writing Age 2-3 I know that I make marks (e.g. marks in sand/paintbrush etc) and I am starting to show an interest in them. Age 3-4 - I know how to go over my name in yellow writing (given correct starting point) I know how to imitate an adult writing e.g shopping list/card.</p> <p>Reading Age 2-3 I know how to join in with songs and stories I know some words in songs and rhymes Age 3-4 I know how to make suggestions about what might happen next in a story. I know how to fill in a missing rhyming word from a well known rhyme.</p>	<p>Writing Age 2-3 I know that I make marks (e.g. marks in sand/paintbrush etc) and I show an interest in them. I know what the first letter in my name looks like. Age 3-4 - I know how to correctly form some letters in my name - including capital letter.I know how to write some identifiable shapes and letters.</p> <p>Reading Age 2-3 I know how to hold a book, keeping it the right way up and turning pages. Age 3-4 I know new vocabulary from the stories I have heard and can use it in other activities. I know some familiar letters e.g. letters in my name/ m for mummy/a siblings first name letter. I know how to engage in extended conversations about a story.</p>	<p>Writing Age 2-3 I notice marks that I and others make (e.g. marks in sand/paintbrush etc) and show an interest in them. I know how to use a range of tools to make marks. I know what my name looks like and can pick it out from other words. Age 3-4 - I know how to write my first name so it is identifiable to others. I know how to use print in and letters in my early writing (e.g. write a shopping list that starts at the top of the page/write m for Mummy.. I know how to tell an adult what I have drawn or painted.</p> <p>Reading Age 2-3 I know how to talk about the things I can see in a story. Age 3-4 I know how to use a book to tell a story to a friend or in the role play. I know how to ask what a word means if I don't already know. I know some rhyming word and can suggest words that rhyme. I know how to talk about events, settings and characters in stories.</p>
Mathematics	<p>Age 2-3 I know how to attempt to join in with some familiar number rhymes. Age 3-4 I know and join in with an increasing range of number rhymes. I know how to make some marks or symbols to represent numbers/ dots/lines/numbers copied, I know how to sort objects using a single criteria. I know how to show fingers for numbers 1,2,3. Can recite to 3 I can show an understanding of 'more'</p>	<p>Age 2-3 I know how to attempt to join in with an increasing raise of number rhymes. I know how to engage in counting like behaviour, making sounds and pointing or saying some numbers in sequence. Age 3-4 I know a wide range of number rhymes and sing them in a group and I know how to make my own marks or symbols to represent numbers and I know how to write some numbers (not necessarily formed correctly) I know how to show fingers for numbers 1-5. I know cardinal principle (the last number reached when counting a small set of objects is the total amount. I can subitise up to 1 and 2 objects. (know how many there are without counting) I know how to count 3 objects I can recite to 5 and sometimes beyond. I can link the numerals and amounts to 3 e.g have 5 objects and match to number 3. See number 2 and hold up 3 finders. I can compare quantities talking about more than and fewer then.</p>	<p>Age 2-3 I know a few familiar number rhymes and join in with them in as a group. I can bring one or two objects at another request. I can recite some number names in sequence (not necessarily understanding concept) Age 3-4 I can recognise and write some numbers. I can subitise up to 3 objects (know how many there are without counting) I know how to count up to 5 objects. I can recite to 10 I can link the numerals and amounts to 5 e.g have 5 objects and match to number 5. See number 3 and hold up 3 finders. I can solve real world maths problems with numbers to 5.</p>
Understanding the world Natural world science PCC Geog RE Past and present/ History	<p>Age 2-3 I know how to play with small world models such as a farm, a garage or a train track. I know how to recognise my own immediate family and relations</p> <p>Age 3-4 I am beginning to notice changes in my environment. I know how to comment on what is happening to the weather and why e.g. I am wearing a scarf because it is chilly. I sometimes know how to role play familiar people and different jobs. I know how to identify some similarities and differences between people, hair colour etc. I know there are different places in the world. I know we are in chard. I am starting to understand the meaning of past, present and future I know and talk about significant events in my own experience.</p>	<p>Age 2-3 I know how to name common nouns- farm animals, jungle animals, sea creatures. I know how to, in pretend play imitate everyday actions and events from my own family and culture. I can role play familiar routines, such as making dinner in the role play area.</p> <p>Age 3-4 I know that seasons change and talk about the change in season/weather I know how to use all their senses in hands on exploration of natural materials. I know how to name some different materials/wood/plastic/metal/paper. I know how to explore collections of materials with similar and/or different properties. I show interest when planting seeds. I am starting to talk about some features of the life cycle of some plants and animals I know how to role play familiar people and an increasing range of jobs. I know how to show interest in a range of occupations. I know that my friends have similarities and differences that connect them to and distinguish them from. I know how to talk about the differences in some places. I know the meaning of past, present and future I know some significant events in my family history e.g. moving house/birth of sibling/ new pet/ death.</p>	<p>Age 2-3 I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants. I can show an interest in the lives of people who are familiar to me. I am beginning to remember and talk about significant events in my own experience.</p> <p>Age 3-4 I know how to care for growing plants. I know the key feature of the life cycle of a plant and animal. I know the differences between materials and changes I notice. I know that the differences between people is a positive thing I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos/videos I am starting to use the words past/present or future in context I can talk about things that have happened in my family history and things that will happen in the future.</p>

Yearly coverage overview

<p>Expressive arts and design</p> <p>DT</p> <p>ART</p> <p>MUSIC</p>	<p>Age 2-3</p> <p>I know how to join in with some of my favourite songs.</p> <p>I know how to create sounds by banging, shaking, tapping or blowing.</p> <p>Age 3-4</p> <p>I know how to show interest in the way musical instruments sound.</p> <p>I know how to join different materials and explore different textures.</p> <p>I know how to create closed shapes with continuous lines, and begin to use shapes to represent objects.</p> <p>I know how to make believe using familiar objects - e.g - the box is a car etc.</p>	<p>Age 2-3· I know how to experiment with blocks, colours and marks</p> <p>I know how to join in with my favourite songs.</p> <p>I can initiate some actions in play that are familiar from home.</p> <p>Age 3-4</p> <p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I know how to explore colour and colour mixing.</p> <p>I know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>I know how to listen to increased attention to sound.</p> <p>I know how to remember and sing an entire song.</p> <p>I know how to develop complex stories with small world equipment.</p> <p>I know how to create my own song or base a new song around one I know.</p> <p>I know how to play instruments with increasing control to express their feelings and ideas.</p>	<p>Age 2-3</p> <p>I know how to mirror and improvise actions I have observed, e.g. clapping or waving.</p> <p>I know how to use representations to communicate e.g. drawing a line 'that's me'</p> <p>I know how to begin to make believe by pretending.</p> <p>Age 3-4</p> <p>I know how to explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I know how to develop my own ideas and then decide which materials to use to express them.</p> <p>I know how to use drawing to represent ideas like movement or loud noises.</p> <p>I know how to make imaginative and complex small words with blocks and construction kits (a zoo with blocks and animals)</p> <p>I know how to sing the pitch sung by another - pitch match</p> <p>I know how to sing the melodic shape of a familiar song - (moving melody - up and down, down and up)</p> <p>I know how to respond to what I have heard, expressing my thoughts and feelings.</p>
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