

	Autumn	Spring	Summer	End of year expectation
Strands - possible themes/trips/activities	All about me, Nursery rhymes, Autumn, Halloween, Diwali, Bonfire night, Christmas. Autumn walk trip, Christmas lights trip	Winter, Chinese New Year, Valentines, Pancakes, Spring, Farm, Traditional Tales, Easter, Mother's day. Abbey park trip	Growing, planting, growing butterflies, Summer holidays. Picnic in the park trip	
Core books and rhymes	Boo Hoo Baby. A dark, dark, tale. The Gingerbread man. Brown bear, Brown Bear. The Tiger who came to tea. Dear Zoo. Where's Spot. Owl Babies. Wow said the owl. Peace at last. Can't you sleep little bear. Whatever next. I went for a walk one day. We're going on a leaf hunt. Twinkle, twinkle. The wheels on the bus. Wind the bobbin up. 5 Little teddy bears jumping on the bed. 1 finger, 1 thumb. 2 little dickie birds. Heads, shoulders, knees and toes. Hickory Dickory Dock. Now we've made a pattern. Ring a Ring a Roses. The leaves on the trees.	We're going on a bear hunt. Polar Bear, Polar bear. Penguin. Old MacDonald. The little Red Hen. Goldilocks and the 3 bears. The three little Billy Goats Gruff. Three little pigs. I went to visit a farm one day. Jack Frost. Jack & Jill. I hear thunder. Humpty Dumpty. Pat a cake. Baa, Baa black sheep. Row, row your boat. Bear Hunt song.	The Hungry Caterpillar. The bad tempered ladybird. The very busy spider. Jack and the Beanstalk. Jasper's Beanstalk. The enormous turnip. Rain, rain go away. The Grand old Duke of York. If you're happy and you know it... I'm a little teapot. Little Miss Muffet. There's a Spider on my head. Incey Wincey Spider. There's a tiny caterpillar on a leaf.	
Communication & Language	To begin to understand how to listen attentively To be able to respond to simple instructions To learn and use new vocabulary To use simple sentences To develop an understanding of simple concepts To join in with repeated refrains To begin to know some rhymes To use talk in play To use simple vocabulary to share feelings, experiences and thoughts To be able to pay attention to more than one thing at a time	Follows two-step instructions To be able to listen attentively to traditional tales and retain new key vocabulary To be able to respond to questions with relevant answers To use 4-6 word sentences To know and remember different rhymes To be able to ask questions To be able to talk about character, settings and story structures To be able to converse and take turns in conversation with an adult or peer To know and use talk to organise themselves in play. To listen to longer stories and remember much of what happens	Sustains attention in group learning To be able to follow multi-step instructions To be able to express their point of view Retells events To be able to use past and future tense Retells full stories with props To know and use language from stories in role play To be able to understand 'how' and 'why' questions To be able to listen to and talk about stories, story settings, characters and story structures. To be able to sing a large repertoire of songs	To join in at group times and wait for their turn to talk To use longer sentences of four to six words when talking To sit quietly and listen for up to 15 minutes Understand when asked simple questions
Personal, Social & Emotional Development	To learn to adapt to the new school environment, learning about the routines and rules, and understanding why they are important To show increasing confidence in naming basic emotions and feelings To be able to play alongside peers To be able to separate from their main carer To show increasing confidence to talk to adults and peers To begin self-care routines To show an awareness of right and wrong To be able to form special friendships	To know and be able to talk about different feelings To play cooperatively with shared goals Toileting/dressing with minimal support To share resources and play in a group To be able to talk turns To express own preferences and interests To select and use resources, with help if needed, to achieve a goal To know and be able to adapt behaviour to different places and circumstances To be able to select activities independently	To be able to identify the feelings of others To be able to negotiate roles independently during play To initiate play with peers and keep play going by responding to what others are saying and doing To show more confidence in new situations To become increasingly independent in meeting their own care needs To help find solutions to conflicts and rivalries To develop appropriate ways of being assertive	To be ready for new experiences, transitioning to reception classes To play cooperatively with other friends and take turns To independently choose resources to reach a chosen goal To be responsible and be confident to be part of the school community To be able to follow rules without needing a reminder and know why they are important
Physical Development	To be able to move their bodies in different ways	To continue to develop gross movements such as hopping and standing on one leg	To choose the correct resources to carry out their own plan	To manage independent self-care, like using the toilet or washing hands

	To climb using alternate feet To be able to take care of toileting needs, washing and drying own hands To develop their movement, balancing, riding and ball skills To show preference for a dominant hand To take off, put on and hang up own coat.	To develop a comfortable pencil grip To use large muscle movements to wave flags and streamers, paint and make marks To develop a comfortable pencil grip To take off, put on and zip up own coats.	To collaborate with others to manage large items To be able to use and remember simple sequences and patterns of movements To use one-handed tools and equipment with increasing control To continue to develop gross and fine motor skills	To be able to make healthy choices about food, drink, activity and tooth brushing To have an awareness of safety and manage their own risks To write recognisable marks and letters Develop their small motor skills so they can use a range of tools safely and confidently
Literacy	To be able to make marks independently To be able to recognise familiar logos To enjoys listening to stories and joining in with repeated refrains To begin to know a range of nursery rhymes To be able to recognise their own name To make marks of their picture to represent their own name To turns pages of a book correctly	To give meaning to marks as they draw and paint Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo To be able to talk about different prts of a book To begin to build an understanding that text is read from right to left and from top to bottom Use some of their print and letter knowledge in their early writing	To be able to write some or all of their name Purposeful mark-making Identifies initial sounds Retells stories independently To be able to write some letters accurately To have conversations about stories and learn new vocabulary To clap syllables in words To spot and suggest rhymes To know that stories have beginnings, middles and endings	To engage in extended conversations about stories To talk about people and places in stories and the important things that are happening To understand that different words and print have different purposes To be able to write some clearly identifiable letters to communicate meaning To write for a purpose To write their own name To use some of their early phonic knowledge in their early writing
Mathematics	To take part in rhyme sessions and learn new mathematical language To start to recognise numerals To say when two groups have the same number To begin to recognise 2D shapes To be able to construct with a range of resources, selecting shapes appropriately To be able to say one number for each item in order To recite some number names in sequence 1-5 To start to recognise small groups of objects without having to count them	To recognise numerals to 5 To identify 3 objects without having to count them (subitising) To make comparisons between objects in relation to size, length, weight and capacity To be able to compare quantities using language: 'more than', 'fewer than' To recite numbers in sequence to 10 To begin to understand position through words alone To identify simple patterns, stripes, spots, etc. To know that the last number reached when counting a small set tells you the total (cardinal principle) To begin to talk about the properties of shapes	To link numerals and amounts Confident comparison and reasoning To solve real life mathematical problems with numbers up to 5 To describe a simple route To extend and create ABAB patterns To identify the shames of everyday objects To combine shapes to make new ones To begin to describe a sequence of events using 'first', 'then' Notice and correct an error in a repeating pattern	To make simple comparisons between objects relating to size, length, weight and capacity To use number names to 10 To have fast recognition of 3 objects To know that the last number reached when counting objects in the total amount To compare quantities To understand positional lanuage To correct a simple pattern To understand shape names and talk about spatial terms
Understanding the world	To begin to talk about themselves and their families To explore the natural world To begin to talk about their observations To know about different celebration as they arise, Diwali, Christmas, etc. To begin to understand life cycles - babies to adults To explore and talk about different forces that they feel To explore light and dark	To learn about different people that help us To observe and talk about different materials and changes that they notice To learn about different countries in the world To talk about their past To begin to show an interest in different occupations To show and interest and explores how things work To plant seeds and care for growing plants	To begin to understand the key features of the life cycle of a plant and an animal To use all of their senses to explore the natural world To explore collections of materials with similar and/or different properties To know that we have to be careful with animals and plants	To begin to understand the need to respect and care for the natural environment and all living things To explore and be able to comment on the natural world To know that there are different countries in the world and talk about the differenes we hae learnt about or those they have experienced To continue to develop positive attitudes about the differences between people To be aware of different occupations

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Expressive Art and Design	To create with materials freely	To begin to move rhythmically	To explore colour and how colour can be changed	To begin to construct, stacking blocks vertically, and horizontally, making enclosures and creating spaces
	To join in with dancing, singing and ring games	To learn how sounds can be changes	To join construction pieces together to build and balance	To explore what happens when they mix colours
	To experiment with blocks, colours and marks	To use different construction materials	To begin to build stories around toys and small world equipment	To begin to build a repertoire of songs and dances
	To tap out simple repeated patterns	To begin to develop their own ideas and decide which materials to use to express them	To respond to what they have heard, expressing thoughts and feelings	To begin to introduce a storyline or narrative into their play
	To begin to make believe by pretending	To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	Creates experiences and responses with a range of media	To begin to play cooperatively as part of a group
	To engage in imaginative role play based on their own first-hand experiences	To make up own songs and rhymes	To draw with increasing complexity and detail	
	To explore different textures	To create closed shapes with continuous lines and begin to use these shapes to represent objects	To show different emotions in their drawings and paintings	