Dates	11.9.23-10.11.23	13.11.23-18.12.123	2.1.24-2.2.24	5.2.24-1.3.24	4.3.24-3.5.24	7.5.24-7.6.24	10.6.24-26.7.24
Theme	Нарру То Ве Ме	Over The	Under The Sea	Jurassic Park	Help is at Hand	Animal	What on Earth?
		Rainbow				Crackers	
Reading (texts to be explored) See English planning overview for coverage	Elmer Kindness makes us Strong Monster Clothes	Colour Monster Weather Monster	Rainbow Fish Commotion in the Ocean Tiddler The Fish Who Could Wish	If I had a Dinosaur How Do Dinosaurs say Goodnight	My First Trip to the Dentist: Open Wide Emergency! Fix it Duck Lulu Loves the Library	Dear Zoo The Gruffalo	Blue Balloon Goldilocks Amazing
Writing				See separate plan			1
Phonics Little Wandle:		Progression of sounds s a t p i n Phonemic awareness focus Teach children to hear the same initial sound for words and names of objects. Oral blending focus Teach children to blend CVC words using oral blending and objects. Recognising their name Teach children to find their name using their picture.	<ul> <li>Progression of sounds m d g o c k e</li> <li>Phonemic awareness focus</li> <li>Teach children to identify initial sounds of words and names of objects.</li> <li>Teach children to distinguish different sounds.</li> <li>Oral blending focus</li> <li>Teach children to blend a wider range of CVC words using oral blending.</li> <li>Recognising their name</li> <li>Teach children to recognise the initial sound of their name.</li> </ul>		Progression of sounds u r h b f l j Phonemic awareness focus Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Oral blending focus Teach children to blend a wider range of words using oral blending. Recognising their name Teach children to recognise the capital letter that starts their name.	Progression of sounds v w y z qu ch Phonemic awareness focus Teach children to identify initial sounds of words and objects. Oral blending focus Teach children to blend a wider range of words using oral blending. Recognising their name Teach children to match their name to their picture.	Progression of sounds ck x sh th ng nk Phonemic awareness focus Teach children to identify the final sounds of words and objects. Oral blending focus Teach children to blend a wide range of words using oral blending when playing:
Maths Communicatio	Listens with interest to	• oniov listoning to	• oniov lictoring to	<ul> <li>See separate plan</li> <li>enjoy listening to</li> </ul>	• oniov listoning to	• onjoy listoning to	• opiov listoping to longer
n and Language	the noises adults make when they read stories • Recognises and	<ul> <li>enjoy listening to longer stories and can remember much of what happens</li> </ul>	<ul> <li>enjoy listening to longer stories and can remember much of what happens</li> </ul>	longer stories and can remember much of what happens	• enjoy listening to longer stories and can remember much of what happens	enjoy listening to longer stories and can remember much of what	<ul> <li>enjoy listening to longer stories and can remember much of what happens</li> <li>know many rhymes, be</li> </ul>
LMTW	responds to many familiar sounds	<ul> <li>use a wider range of vocabulary</li> </ul>	<ul> <li>pay attention to more than one thing at a time, which</li> </ul>	<ul> <li>sing a large repertoire of songs</li> </ul>	<ul> <li>sing a large repertoire of songs</li> </ul>	happens • use a wider range of vocabulary	able to talk about familiar books, and be able to tell a long story

Luium Coverage						
Listens to others one	<ul> <li>understand 'why'</li> </ul>	can be difficult	<ul> <li>know many rhymes,</li> </ul>	<ul> <li>know many rhymes,</li> </ul>	<ul> <li>understand 'why'</li> </ul>	<ul> <li>understand a question</li> </ul>
to one or in small	questions, like: "Why do	<ul> <li>sing a large repertoire</li> </ul>	be able to talk about	be able to talk about	questions, like: "Why	or instruction that has
groups,	you think	of songs	familiar	familiar	did the	two
when conversation	the caterpillar got so	<ul> <li>know many rhymes,</li> </ul>	books, and be able to	books, and be able to	caterpillar get so	parts, such as: "Get your
interests them	fat?"	be able to talk about	tell a long story	tell a long story	fat?"	coat and wait at the
<ul> <li>Listens to stories with</li> </ul>	<ul> <li>sing a large repertoire</li> </ul>	familiar	<ul> <li>start a conversation</li> </ul>	<ul> <li>start a conversation</li> </ul>	<ul> <li>sing a large</li> </ul>	door"
increasing attention and	of songs	books, and be able to	with an adult or a friend	with an adult or a friend	repertoire of songs	<ul> <li>pay attention to more</li> </ul>
recall	<ul> <li>know many rhymes,</li> </ul>	tell a long story	and	and	<ul> <li>know many</li> </ul>	than one thing at a time,
<ul> <li>Anticipates key events</li> </ul>	be able to talk about	<ul> <li>understand a question</li> </ul>	continue it for many	continue it for many	rhymes, be able to	which
and phrases in rhymes	familiar	or instruction that has	turns	turns	talk about familiar	can be difficult
and stories	books, and be able to	two	<ul> <li>be able to express a</li> </ul>	<ul> <li>use talk to organise</li> </ul>	books, and be able to	<ul> <li>use a wider range of</li> </ul>
<ul> <li>Understands simple</li> </ul>	tell a long story	parts, such as: "Get your	point of view and to	themselves and their	tell a long story	vocabulary
sentences	<ul> <li>develop their</li> </ul>	coat and wait at the	debate	play: "Let's	<ul> <li>develop their</li> </ul>	<ul> <li>develop their</li> </ul>
<ul> <li>Understands more</li> </ul>	communication, but	door"	when they disagree with	go on a bus you sit	communication, but	communication
complex sentences	may continue to	<ul> <li>understand 'why'</li> </ul>	an adult or a friend,	there I'll be the	may continue to	<ul> <li>develop their</li> </ul>
<ul> <li>Understands 'who',</li> </ul>	have problems with	questions, like: "Why do	using	driver."	have problems with	pronunciation
'what', 'where' in simple	irregular tenses and	you think	words as well as actions	<ul> <li>use longer sentences</li> </ul>	irregular tenses and	<ul> <li>use longer sentences of</li> </ul>
questions	plurals, such	the caterpillar got so	<ul> <li>use a wider range of</li> </ul>	of four to six words	plurals, such	four to six words
<ul> <li>Shows interest in play</li> </ul>	as 'runned' for 'ran',	fat?"	vocabulary	<ul> <li>pay attention to more</li> </ul>	as 'runned' for 'ran',	<ul> <li>be able to express a</li> </ul>
with sounds, songs and	'swimmed' for 'swam'	<ul> <li>use a wider range of</li> </ul>	<ul> <li>use sentences longer</li> </ul>	than one thing at a	'swimmed' for	point of view and to
rhymes	May have problems	vocabulary	than six words	time, which	'swam'	debate
<ul> <li>Identifies action words</li> </ul>	saying:-	<ul> <li>start a conversation</li> </ul>	<ul> <li>develop their</li> </ul>	can be difficult	<ul> <li>develop their</li> </ul>	when they disagree with
by pointing to the right	<ul> <li>some sounds: r, j, th,</li> </ul>	with an adult or a friend	communication	<ul> <li>develop their</li> </ul>	pronunciation but	an adult or a friend, using
picture	ch, and sh	and	<ul> <li>develop their</li> </ul>	communication	may have problems	words as well as actions
<ul> <li>Beginning to put two</li> </ul>	<ul> <li>multi-syllabic words</li> </ul>	continue it for many	pronunciation	<ul> <li>develop their</li> </ul>	saying:-	<ul> <li>start a conversation</li> </ul>
words together	such as 'pterodactyl',	turns	<ul> <li>understand 'why'</li> </ul>	pronunciation	- some sounds: r, j,	with an adult or a friend
<ul> <li>Beginning to talk</li> </ul>	'planetarium' or	<ul> <li>be able to express a</li> </ul>	questions		th,ch, and sh	and
about people and things	'hippopotamus'	point of view and to			- multisyllabic words	continue it for many turns
that	<ul> <li>use longer sentences</li> </ul>	debate			such as 'pterodactyl',	<ul> <li>understand 'why'</li> </ul>
are not present	of four to six words	when they disagree with			'planetarium' or	questions, like: "Why do
<ul> <li>Holds a conversation,</li> </ul>	<ul> <li>be able to express a</li> </ul>	an adult or a friend,			'hippopotamus'	you think
jumping from topic to	point of view and to	using			<ul> <li>use longer</li> </ul>	the caterpillar got so fat?"
topic	debate	words as well as actions			sentences of four to	
<ul> <li>Beginning to use more</li> </ul>	when they disagree with	<ul> <li>develop their</li> </ul>			six words	
complex sentences to	an adult or a friend,	communication			<ul> <li>be able to express a</li> </ul>	
link thoughts	using	<ul> <li>develop their</li> </ul>			point of view and to	
<ul> <li>Uses vocabulary</li> </ul>	words as well as actions	pronunciation			debate	
focused on objects and		<ul> <li>use longer sentences</li> </ul>			when they disagree	
people		of four to six words			with an adult or a	
that are of particular					friend, using	
importance to them					words as well as	
<ul> <li>Builds up vocabulary</li> </ul>					actions	
that reflects the breadth					<ul> <li>start a conversation</li> </ul>	
of					with an adult or a	
their					friend and	
experiences						

resented carri	T					· · · · · · · · · · · · · · · · · · ·					
						continue it for many turns					
Communicatio	- Listen attentively and reg	I spond to what they hear wit	l th relevant questions comm	Inents and actions when beir	I og read to and during whole		all group interactions				
n and			sk questions to clarify their								
Language		•		-	nall group, class and one-to-	one discussions offering	their own ideas using				
Lunguage		- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.									
(in addition to	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.										
LMTW)		Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support									
,	from their teacher.										
Through											
continuous											
provision,											
weekly and											
, daily additional											
sessions											
PSED	• Plays alongside others	<ul> <li>select and use</li> </ul>	<ul> <li>select and use</li> </ul>	<ul> <li>select and use</li> </ul>	• develop their sense of	<ul> <li>select and use</li> </ul>	• play with one or more				
	Plays cooperatively	activities and resources,	activities and resources,	activities and resources,	responsibility and	activities and	other children, extending				
LMTW	with a familiar adult	with help	with help	with help	membership	resources, with help	and				
	<ul> <li>Interested in others'</li> </ul>	when needed. This	when needed. This	when needed. This	of a community	when needed. This	elaborating play ideas				
	play and starting to join	helps them to achieve a	helps them to achieve a	helps them to achieve a	• play with one or more	helps them to	<ul> <li>find solutions to</li> </ul>				
	in	goal they	goal they	goal they	other children,	achieve a goal they	conflicts and rivalries. For				
	<ul> <li>Plays in a group,</li> </ul>	have chosen, or one	have chosen, or one	have chosen, or one	extending and	have chosen, or one	example,				
	extending and	which is suggested to	which is suggested to	which is suggested to	elaborating play ideas	which is suggested to	accepting that not				
	elaborating	them	them	them	• show more confidence	them	everyone can be				
	play ideas	<ul> <li>develop their sense of</li> </ul>	play with one or more	• play with one or more	in new social situations	<ul> <li>develop their sense</li> </ul>	Spider-Man in the				
	<ul> <li>Can inhibit own</li> </ul>	responsibility and	other children,	other children,	become more	of responsibility and	game, and suggesting				
	actions / behaviours	membership	extending and	extending and	outgoing with unfamiliar	membership	other ideas				
	<ul> <li>Begins to accept the</li> </ul>	of a community	elaborating play ideas	elaborating play ideas	people, in the	of a community	<ul> <li>increasingly follow</li> </ul>				
	needs of others	<ul> <li>develop appropriate</li> </ul>	• show more confidence	<ul> <li>develop appropriate</li> </ul>	safe context of their	<ul> <li>play with one or</li> </ul>	rules, understanding why				
	• Takes turns and shares	ways of being assertive	in new social situations	ways of being assertive	setting	more children,	they are				
	resources, sometimes	<ul> <li>talk with others to</li> </ul>	<ul> <li>find solutions to</li> </ul>	<ul> <li>talk with others to</li> </ul>	<ul> <li>select and use</li> </ul>	extending and	important				
	with support	solve conflicts	conflicts and rivalries.	solve conflicts	activities and resources,	elaborating play	remember rules without				
	Adapts behaviour to	• talk about their	For example,	understand gradually	with help	ideas	needing an adult to				
	different events, social	feelings using words like	accepting that not	how others might be	when needed. This	• find solutions to	remind				
	situations and changes	'happy',	everyone can be	feeling	helps them to achieve a	conflicts and rivalries	them				
	in routine	'sad'', 'angry' or	Spider-Man in the	<ul> <li>increasingly follow</li> </ul>	goal they	• develop	select and use activities				
	• Explores new toys and	'worried'.	game, and suggesting	rules, understanding	have chosen, or one	appropriate ways to	and resources, with help				
	environments but	understand how	other ideas	why they are	which is suggested to	be assertive	when needed. This helps				
	'checks' in regularly with	others might be feeling	• understand gradually	important	them	• talk with others to	them to achieve a goal				
	familiar adult as and		how others might be	remember rules     without pooding on	understand gradually	solve conflicts	they				
	when		feeling	without needing an	how others might be	• talk about their	have chosen, or one				
	needed		• talk about their	adult to remind	feeling	feelings using words	which is suggested to				
	Separates from main		feelings using words like	them	• find solutions to	like 'happy',	them				
	carer with support and		'happy',		conflicts and rivalries.	'sad', 'angry' or 'worried'					
					For example,	worneu					

Fleschool Cull	iculum Coverage									
	encouragement from a familiar adult • Expresses own preferences and interests • Selects and uses activities and resources with help • Talks confidently to other children when playing • Communicates freely about own home and community		'sad', 'angry' or 'worried' • develop their sense of responsibility and membership of a community • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them	<ul> <li>develop their sense of responsibility and membership of a community</li> <li>become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>show more confidence in new social situations</li> </ul>	accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • develop appropriate ways of being assertive • talk with others to solve conflicts • talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	<ul> <li>increasingly follow rules, understanding why they are important</li> <li>remember rules without needing an adult to remind them</li> </ul>	<ul> <li>become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>understand gradually how others might be feeling</li> <li>show more confidence in new social situations</li> <li>develop their sense of responsibility and membership of a community</li> <li>develop appropriate ways of being assertive</li> <li>talk with others to solve conflicts</li> </ul>			
PSED (in addition to LMTW) Through	<ul> <li>Set and work towards sir</li> <li>Give focused attention to confident to try new activ</li> <li>Explain the reasons for r</li> <li>Manage their own basic</li> </ul>	<ul> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and</li> </ul>								
continuous provision, weekly and daily additional sessions		its to adults and friendships own and to others' needs.	with peers.							
PD Gross (LMTW)	<ul> <li>Beginning to balance blocks to build a small tower</li> <li>Runs safely on whole foot</li> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> </ul>	<ul> <li>riding (scooters, trikes and bikes) and ball skills</li> <li>skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<ul> <li>start taking part in some group activities which they make up for themselves, or in teams</li> <li>choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> </ul>	<ul> <li>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>use large-muscle movements to wave flags and</li> </ul>	<ul> <li>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>start taking part in some group activities which they make up for themselves, or in teams</li> </ul>	<ul> <li>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>skip, hop, stand on one leg and hold a pose for a game like musical statues</li> </ul>	<ul> <li>match their developing physical skills to tasks and activities in the setting.</li> <li>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> </ul>			

	riculum Coverage						
		are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	<ul> <li>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>	streamers, paint and make marks • start taking part in some group activities which they make up for themselves, or in teams • choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	<ul> <li>match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<ul> <li>use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>start taking part in some group activities which they make up themselves, or in teams</li> <li>match their developing physical skills to tasks and activities in the setting</li> <li>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>choose the right resources to carry out their own plan</li> </ul>	<ul> <li>go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>collaborate with other to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>start taking part in son group activities which they make up for themselves, or in teams</li> <li>skip, hop, stand on one leg and hold a pose for a game like musical statue</li> <li>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with trowel</li> </ul>
PD: Fine (LMTW)	<ul> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles or lines</li> </ul>	<ul> <li>use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> </ul>	<ul> <li>use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> </ul>	<ul> <li>use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> </ul>	• show a preference for a dominant hand	<ul> <li>use one-handed tools and equipment</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> </ul>	<ul> <li>use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> </ul>

<ul> <li>Draws lines and circles using gross motor movements</li> <li>Uses one-handed tools and equipment such as scissors</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>Holds pencil near point between first two fingers and thumb and use it with good control</li> <li>Willing to try new food textures and tastes</li> <li>Clearly communicates their need for potty or toilet</li> <li>Helps with clothing</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>Can usually manage washing and drying hands</li> <li>Dresses with help</li> </ul>	be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • make healthy choices about food, drink, activity and toothbrushing • start eating independently and learning how to use a knife and fork	<ul> <li>start eating independently and learning how to use a knife and fork</li> <li>make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul> <li>start eating independently and learning how to use a knife and fork</li> <li>make healthy choices about food, drink, activity and toothbrushing</li> <li>be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>	<ul> <li>be increasingly independent in meeting their own care needs</li> <li>make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul> <li>start eating independently and learning how to use a knife and fork</li> <li>be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>make healthy choices about food, drink, activity and</li> </ul>
<ul> <li>Demonstrate strength, balance and</li> <li>Move energetically, such as running</li> </ul>	 coordination when playing; , jumping, dancing, hopping, skipping and c ictors that support their overall health and	limbing.	activity - healthy eating - too	l oth brushing - sensible a	toothbrushing mounts of 'screen time' -
	using gross motor movements • Uses one-handed tools and equipment such as scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and use it with good control • Willing to try new food textures and tastes • Clearly communicates their need for potty or toilet • Helps with clothing • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying hands • Dresses with help • Negotiate space and obstacles safely - Demonstrate strength, balance and - Move energetically, such as running - Know and talk about the different far	using gross motor movements • Uses one-handed tools and equipment such as scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and use it with good control • Willing to try new food textures and tastes • Clearly communicates their need for potty or toilet • Helps with clothing • Helps with clothing • Helps with clothing • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Cra usually manage washing and drying hands • Dresses with help • Dresses with help • The search of the time the control and can attend to colleting needs most of the time themselves • Can usually manage washing and drying hands • Dresses with help	using gross motor movements Uses one-handed tools and equipment such as scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and use it with good control • Willing to try new food textures and tastes • Clearly communicates their need for potty or toilet • Helps with clothing • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying hands • Dresses with help • Tesses with help • Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical	using gross motor movements Uses one-handed tools and equipment such as seissors + holds pencil between thumb and two fingers, no longer using whole-hand graps + holds pencil near point between first two fingers and two fingers, no longer using whole-hand graps + holds pencil near point between first two fingers and thum band use it with good control • Willing to try new food textures and tastes - Clearly communicates their need for potty or toilet + Helps with clothing - Gains more bowel and bladder control and can attend to toileing needs most of the time themselves - Dresses with help • Dresses with help • Dresses with help • Negotiate space and obstacles safely, with consideration for themselves and others; - Negotiate space and coordination when playing; - Move encreticially, such as running, jumping, dancing, hopping, skipping and dimbing. - Know and tak about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - to	using gross motor       movements         Uses one-handed tools and equipment such as scissors       handle         Holds pencil between thumb and two fingers, no longer using whole-hand grasp       he be increasingly independent in meeting their own care needs, e.g. brushing and drying hands       • start eating independent y and learning how to use a knife and for k • make healthy choices about food, drink, activity and toothbrushing       • start eating independent in meeting their own care needs. e.g. brushing ard drying there in the toilet, washing and drying hands       • start eating independent y and learning how to use a knife and for k • make healthy choices about food, drink, activity and toothbrushing       • be increasingly independent in meeting their own care needs. e.g. brushing teeth, using independently and toothbrushing       • be increasingly independent in meeting their own care needs. e.g. brushing teeth, using independent in meeting their neads throughly • make healthy choices about food, drink, activity and toothbrushing       • be increasingly independent in meeting their own care needs. e.g. brushing teeth, using the toilet, washing and drying hands       • be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands       • be increasingly independent in meeting the toilet, washing and drying the toilet, washing and drying hands       • be increasingly independent in meeting the toilet, washing and drying the toilet, washing and drying hands       • be increasingly independent in meeting the toilet, washing and drying the toilet, washing and drying the toilet, washing and drying hands       • be increasingly independent in meeting the toilet, washing and drying the toilet, washing and drying the toilet, washing and d

weekly and Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Fine motor:

	iculum Coverage		·							
daily additional		in preparation for fluent writ	ing							
sessions	<ul> <li>using the tripod grip in almost all cases;</li> </ul>									
	Use a range of small tools, including scissors, paint brushes and cutlery;									
	Begin to show accuracy a									
	-	r skills so that they can use a	range of tools competently	r, safely and confidently. Sug	gested tools: pencils for dra	awing and writing, paintb	rushes, scissors, knives,			
	forks and spoons.									
	Develop the foundations	of a handwriting style which	is fast, accurate and efficien	nt.						
EAD: Art and	<ul> <li>Explores and</li> </ul>	<ul> <li>take part in simple</li> </ul>	<ul> <li>take part in simple</li> </ul>	<ul> <li>take part in simple</li> </ul>	<ul> <li>explore different</li> </ul>	<ul> <li>take part in simple</li> </ul>	<ul> <li>take part in simple</li> </ul>			
DT	experiments with a	pretend play, using an	pretend play, using an	pretend play, using an	materials freely, in order	pretend play, using	pretend play, using an			
	range of	object to	object to	object to	to develop	an object to	object to			
	media through sensory	represent something	represent something	represent something	their ideas about how to	represent something	represent something else			
	exploration, and using	else even though they	else even though they	else even though they	use them and what to	else even though	even though they are no			
	whole body	are not	are not	are not	make	they are not	similar			
	• Experiments with	similar	similar	similar	develop their own	similar	<ul> <li>begin to develop</li> </ul>			
	blocks, colours and	• explore different	<ul> <li>begin to develop</li> </ul>	<ul> <li>begin to develop</li> </ul>	ideas and then decide	begin to develop	complex stories using			
	marks	materials freely, in order	complex stories using	complex stories using	which	complex stories using	small world			
	<ul> <li>Beginning to be</li> </ul>	to develop	small world	small world	materials to use to	small world	equipment like animal			
	interested in and	their ideas about how to	equipment like animal	equipment like animal	express them	equipment like	sets, dolls and dolls			
	describe the	use them and what to	sets, dolls and dolls	sets, dolls and dolls	• join different materials	animal sets, dolls and	houses			
	texture of things	make	houses	houses	and explore different	dolls houses	etc			
	Uses various	<ul> <li>develop their own</li> </ul>	etc	etc.	textures	etc.	<ul> <li>make imaginative and</li> </ul>			
	construction materials	ideas and then decide	<ul> <li>make imaginative and</li> </ul>	<ul> <li>make imaginative and</li> </ul>	<ul> <li>draw with increasing</li> </ul>	make imaginative	complex 'small worlds'			
	Beginning to	which	complex 'small worlds'	complex 'small worlds'	complexity and detail,	and complex 'small	with			
	construct, stacking	materials to use to	with	with	such as	worlds' with	blocks and construction			
	blocks	express them	blocks and construction	blocks and construction	representing a face with	blocks and	kits, such as a city with			
	vertically and	• join different materials	kits, such as a city with	kits, such as a city with	a circle and including	construction kits,	different buildings and a			
	horizontally, making	and explore textures	different buildings and a	different buildings and a	details	such as a city with	park.			
	enclosures and	show different	park	park	• use drawing to	different buildings	• use drawing to			
	creating spaces	emotions in their	• explore different	• explore different	represent ideas like	and a park	represent ideas like			
	Joins construction	drawings and	materials freely, in order	materials freely, in order	movement or	explore different	movement or			
	pieces together to build	paintings, like	to develop	to develop	loud noises	materials freely, in	loud noises			
	and	happiness, sadness, fear	their ideas about how to	their ideas about how to	• take part in simple	order to develop	show different			
	balance	etc	use them and what to	use them and what to	pretend play, using an	their ideas about	emotions in their			
		explore colour and	make	make	object to	how to use them and	drawings and			
	<ul> <li>Being Imaginative</li> <li>Pretends that one</li> </ul>	colour mixing	develop their own	develop their own		what to	0			
		listen with increased	ideas and then decide	ideas and then decide	represent something else even though they	make	paintings, like happiness, sadness, fear etc			
	object represents		which	which	are not similar	develop their own	explore different			
	another,	attention to sounds	materials to use to	-	are not similar	• develop their own ideas and then	• explore different materials freely, in order			
	especially when objects			materials to use to						
	have characteristics in		express them	express them		decide which	to develop			
	common		<ul> <li>use drawing to</li> </ul>	• join different materials		materials to use to	their ideas about how to			
	Beginning to		represent ideas like	and explore different		express them	use them and what to			
	make-believe by		movement or	textures		• join different	make			
	pretending		loud noises	<ul> <li>create closed shapes</li> </ul>		materials and explore	<ul> <li>develop their own idea</li> </ul>			
	Notices what adults		• join different materials	with continuous lines,		different textures	and then decide which			
	do, imitating what is		and explore different	and			materials to use to			
	1	1	textures				express them			

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	observed and then doing it spontaneously		<ul> <li>create closed shapes with continuous lines,</li> </ul>	begin to use these shapes to represent		<ul> <li>listen with increased attention</li> </ul>	<ul> <li>join different materials and explore different</li> </ul>
	when the		and	objects		to sounds	textures
	adult is not there		begin to use these	draw with increasing			create closed shapes
	Engages in imaginative		shapes to represent	complexity and detail,			with continuous lines, and
	role-play based on		objects	such as			begin to use these shapes
	own first-hand		draw with increasing	representing a face with			to represent objects
	experiences		complexity and detail,	a circle and including			
	Uses available		such as	details			
	resources to create		representing a face with	explore colour and			
	props to		a circle and including	colour-mixing			
	support role play		details				
	Captures experiences		explore colour and				
	and responses with a		colour-mixing				
	range of media such as		5				
	music, dance and paint						
	and						
	other materials or						
	words						
EAD: Music	Moves their whole body	<ul> <li>respond to what they</li> </ul>	<ul> <li>listen with increased</li> </ul>	<ul> <li>listen with increased</li> </ul>	<ul> <li>listen with increased</li> </ul>	<ul> <li>respond to what</li> </ul>	<ul> <li>listen with increased</li> </ul>
	to sounds they enjoy,	have heard, expressing	attention to sounds	attention to sounds	attention to sounds	they have heard,	attention to sounds
	such as music or a	their	<ul> <li>respond to what they</li> </ul>	<ul> <li>respond to what they</li> </ul>	<ul> <li>respond to what they</li> </ul>	expressing their	<ul> <li>respond to what they</li> </ul>
	regular beat	thoughts and feelings	have heard, expressing	have heard, expressing	have heard, expressing	thoughts and feelings	have heard, expressing
	Begins to move to	<ul> <li>remember and sing</li> </ul>	their	their	their	• remember and sing	their
	music, listen to or join in	entire songs	thoughts and feelings	thoughts and feelings	thoughts and feelings	entire songs	thoughts and feelings
	rhymes or songs	play instruments with	• play instruments with	<ul> <li>remember and sing</li> </ul>	play instruments with	• sing the melodic	<ul> <li>create their own songs,</li> </ul>
	Joins in singing	increasing control to	increasing control to	entire songs	increasing control to	shape (moving	or improvise a song
	favourite songs	express	express their feelings and ideas	• play instruments with	express their feelings and ideas	melody, such as up	around
	Sings a few familiar	their own feelings and		increasing control to	their reenings and ideas	and down, down and	one they know
	songs	ideas	remember and sing	express their feelings and ideas		up) of familiar songs	<ul> <li>play instruments with</li> </ul>
	• Creates movement in response to music		<ul><li>entire songs</li><li>sing the pitch of a</li></ul>	their reenings and ideas			increasing control to express
	response to music		tone sung by another				their feelings and ideas
			person ('pitch				<ul> <li>remember and sing</li> </ul>
			match')				entire songs
			• sing the melodic				<ul> <li>sing the pitch of a tone</li> </ul>
			shape (moving melody,				sung by another person
			such as up				('pitch
			and down, down and				match')
			up) of familiar songs				<ul> <li>sing the melodic shape</li> </ul>
			create their own				(moving melody, such as
			songs, or improvise a				up
			song around				and down, down and up)
			one they know				of familiar songs
L							

Jnderstanding	<ul> <li>Is curious about</li> </ul>	<ul> <li>talk about what they</li> </ul>	<ul> <li>show interest in</li> </ul>	<ul> <li>talk about what they</li> </ul>	<ul> <li>show interest in</li> </ul>	<ul> <li>begin to</li> </ul>	<ul> <li>show interest in</li> </ul>
he World:	people and shows	see, using a wide	different occupations	see, using a wide	different occupations	understand the need	different occupations
Geography	interest in	vocabulary	<ul> <li>begin to understand</li> </ul>	vocabulary	• talk about what they	to respect and care	• continue developing
	stories about	<ul> <li>continue developing</li> </ul>	the need to respect and	<ul> <li>show interest in</li> </ul>	see, using a wide	for	positive attitudes abou
	themselves and their	positive attitudes about	care for	different occupations	vocabulary	the natural	the
	family	the	the natural environment	<ul> <li>begin to understand</li> </ul>	continue developing	environment and all	differences between
	<ul> <li>Enjoys pictures and</li> </ul>	differences between	and all living things	the need to respect and	positive attitudes about	living things	people
	stories about	people	<ul> <li>continue developing</li> </ul>	care for	the	<ul> <li>show interest in</li> </ul>	<ul> <li>know that there are</li> </ul>
	themselves,		positive attitudes about	the natural environment	differences between	different occupations	different countries in th
	their families and other		the	and all living things	people	<ul> <li>know that there are</li> </ul>	world
	people		differences between		<ul> <li>know that there are</li> </ul>	different countries in	and talk about the
	<ul> <li>Has a sense of own</li> </ul>		people		different countries in	the world	differences they have
	immediate family and		<ul> <li>talk about what they</li> </ul>		the world	and talk about the	experienced
	relations		see, using a wide		and talk about the	differences they have	or seen in photos
	<ul> <li>Learns that they have</li> </ul>		vocabulary		differences they have	experienced	• talk about what they
	similarities and				experienced	or seen in photos	see, using a wide
	differences that				or seen in photos		vocabulary
	connect them to, and						
	distinguishes them						
	from, others						
	<ul> <li>Remembers and talks</li> </ul>						
	about significant events						
	in their own experience						
	<ul> <li>Recognises and</li> </ul>						
	describes special times						
	or						
	events for family or						
	friends						
	<ul> <li>Enjoys playing with</li> </ul>						
	small-world models						
	such						
	as a farm, a garage or a						
	train track						
	<ul> <li>Comments and asks</li> </ul>						
	questions about aspects						
	of their familiar world						
	such as the place where						
	they						
	live or the natural world						
	<ul> <li>Shows care and</li> </ul>						
	concern for living things						
	and						
	the environment						

Preschool Curriculum Coverage	
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Preschool Curri	culum Coverage						
Understanding the World: History	<ul> <li>Is curious about people and shows interest in stories about themselves and their family</li> <li>Enjoys pictures and stories about themselves, their families and other people</li> <li>Has a sense of own immediate family and relations</li> <li>Learns that they have similarities and differences that connect them to, and distinguishes them from, others</li> <li>Remembers and talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends</li> </ul>	• begin to make sense of their own life-story and family's history		begin to make sense of their own life-story	• begin to make sense of their own life-story and family's history	• begin to make sense of their own life-story and family's history	<ul> <li>begin to make sense of their own life-story and family's history</li> <li>show interest in different occupations</li> </ul>
Understanding	<ul> <li>Explores objects by</li> </ul>	<ul> <li>explore collections of</li> </ul>	<ul> <li>understand the key</li> </ul>	<ul> <li>talk about what they</li> </ul>	<ul> <li>talk about what they</li> </ul>	<ul> <li>talk about what</li> </ul>	<ul> <li>talk about what they</li> </ul>
the World:	linking together	materials with similar	features of the life cycle	see, using a wide	see, using a wide	they see, using a	see, using a wide
Science	different	and/or	of a plant	vocabulary	vocabulary	wide vocabulary	vocabulary
	approaches: shaking,	<ul><li>different properties</li><li>talk about what they</li></ul>	<ul><li>and an animal</li><li>begin to understand</li></ul>	<ul> <li>use all their senses in hands-on exploration of</li> </ul>	• use all their senses in hands on exploration of	<ul> <li>use all their senses in hands-on</li> </ul>	• use all their senses in hands-on exploration of
	hitting, looking, feeling, tasting,	• talk about what they see, using a wide	• begin to understand the need to respect and	natural	hands-on exploration of natural	exploration of	natural materials
	mouthing, pulling,	vocabulary	care for	materials	materials	natural materials	• talk about the
	turning and poking	<ul> <li>explore how things</li> </ul>	the natural environment	<ul> <li>explore how things</li> </ul>	• explore collections of	<ul> <li>explore collections</li> </ul>	differences between
	<ul> <li>Comments and asks</li> </ul>	work	and all living things	work	materials with similar	of materials with	materials and
	questions about aspects		• talk about what they	understand the key	and/or	similar and / or	changes they notice
	of their familiar world		see, using a wide	features of the life cycle	different properties	different properties	explore collections of
	such as the place where they		vocabulary	of an animal	talk about the     differences between	<ul> <li>talk about the differences between</li> </ul>	materials with similar and/or
	live or the natural		• explore collections of materials with similar	<ul> <li>begin to understand</li> </ul>	materials and	materials and	different properties
	world• Can talk about		and/or	the need to respect and	changes they notice	changes they notice	talk about what they
	some of the things they		different properties	care for	• explore how things	• explore how things	see, using a wide
	have			the natural environment	work	work	vocabulary.
				and all living things			

observed such as plants,	<ul> <li>talk about the</li> </ul>	<ul> <li>talk about the</li> </ul>		<ul> <li>explore how things</li> </ul>
animals, natural and	differences between	differences between		work
found	materials and	materials and		<ul> <li>plant seeds and care for</li> </ul>
objects• Shows care and	changes they notice	changes they notice		growing plants
concern for living things	<ul> <li>explore how things</li> </ul>			<ul> <li>begin to understand the</li> </ul>
and	work			need to respect and care
the environment				for
				the natural environment
				and all living things