Curriculum Long Term Overview 2026- 2027

Year Group: N1

	Autumn 1 (7 Weeks) Monday 2nd September- Friday 18th October	Autumn 2 (7 Weeks) Monday 4th November- Friday 20th December	Spring 1 (6 Weeks) Monday 6th January- Friday 14th February	Spring 2 (5 Weeks) Monday 24th February- Friday 28th March	Summer 1 (6 Weeks) Monday 14th April- Friday 23rd May	Summer 2 (8 Weeks) Monday 2nd June- Wednesday 23rd July
Topic Title (Main theme)	**What makes me special?/ Let's celebrate!**	**Let's celebrate!**	**Once upon a time…**	**A long, long time ago…**	**How do things grow?**	**We are explorers!**
Theme by week	Week 1: Transition Week 2 and 3: What makes me special? Week 4 and 5: Birthdays Week 6 and 7: Autumn	Week 1 and 2: Halloween and Bonfire Night Week 3: Diwali Week 4 and 5: Winter Week 6 and 7: Christmas	Week 1 and 2: Three Little Pigs Week 3 and 4: Three Billy Goats Gruff Week 5 and 6: The Ugly Duckling	Week 1 and 2: Dinosaurs Week 3 and 4: Castles and fairytales Week 5: Eid	Week 1 and 2: Easter and Spring Week 3 and 4: Minibeasts Week 5: Fruit, vegetables and plants Week 6: Farm animals	Weeks 1 and 2: Space Weeks 3 and 4: All Around the World (Africa and the Arctic) Weeks 5, 6, 7 and 8: Under the sea, Seaside, pirates and Summer
Core books	Week 1: Who? Week 2: Ten little fingers and ten little toes Week 3: No matter what Week 4: My presents Week 5: Happy Birthday Maisy Week 6: Autumn Week 7: The Happy Pumpkin	Week 1: We're going on a pumpkin hunt Week 2: There's a witch in your book Week 3: Peppa's Diwali Week 4: Winter Week 5: The Snowy Day Week 6: Peppa's Night Before Christmas Week 7: Dear Santa	Week 1: Three little pigs Week 2: Hide and seek pig Week 3: Three billy goats gruff Week 4: Gobbly Goat Week 5: The Ugly Duckling Week 6: Splish, splash ducky	Week 1: Dinosaur Roar Week 2: If I had a dinosaur Week 3: A dragon on the doorstep Week 4: There's a dragon in your book Week 5: First Festivals: Ramadan	Week 1: Peppa's Easter Egg Hunt (4 days) Week 2: Spring (4 days) Week 3: Are you there little bee? Week 4: Garden (4 days) Week 5: Orange, Pear, Apple, Bear Week 6: Noisy Farm (4 days)	Week 1: My Pet Star Week 2: Maisy's Moon Mission Week 3: Dear Zoo Week 4: Be Brave Little Penguin Week 5: Shark in the Park Week 6: Go, go, pirate boat Week 7: Maisy goes on holiday Week 8: Summer
Dates		Diwali- Monday 20th October	Valentines Day- Friday 14th February Lunar New Year- Tuesday 17th February Pancake Day- Tuesday 17th February	Eid- Thursday 19th March and Friday 20th March	Good Friday- Friday 3rd April Easter Sunday- Sunday 5th April	Eid- Tuesday 26th May/ Wednesday 27th May
20 things to do in N1 (experiences)	Splash in puddles wearing your wellies Paint with your hands and feet Try new foods Go on a walk to the park Throw autumn leaves in the air Make marks on paper Sing a nursery rhymes with actions Snuggle up and share a book Collect leaves, sticks or stones Run in a big open space Take part in different celebrations Make a mud pie	Splash in puddles wearing your wellies Dance to music Paint with your hands and feet Try new foods Go on a walk to the park Play in the snow Make marks on paper Sing a nursery rhymes with actions Snuggle up and share a book Take part in different celebrations Run in a big open space Make a mud pie	Splash in puddles wearing your wellies Try new foods Play in the snow Make marks on paper Sing a nursery rhymes with actions Snuggle up and share a book Make a mud pie Explore pladydough Splash in water with your hands or toys	Try new foods Make marks on paper Sing a nursery rhymes with actions Snuggle up and share a book Take part in different celebrations Make a mud pie Explore pladydough Splash in water with your hands or toys	Try new foods Go on a walk to the park Look closely at minibeasts Make marks on paper Sing a nursery rhymes with actions Walk barefoot on grass or sand Snuggle up and share a book Collect leaves, sticks or stones Make a mud pie Explore pladydough Splash in water with your hands or toys Walk barefoot on grass or sand Run in a big open space	Watch bubbles float and pop Dance to music Ride on a tricycle Try new foods Go on a walk to the park Make marks on paper Sing a nursery rhymes with actions Walk barefoot on grass or sand Snuggle up and share a book Collect leaves, sticks or stones Run in a big open space Make a mud pie Explore pladydough

	Explore pladydough Splash in water with your hands or toys	Explore pladydough Splash in water with your hands or toys				Splash in water with your hands or toys
Experiences	Trips: Clifton Park- Autumn walk (week 6)	Trips: Clifton Park- Winter walk (week 4) Visitors: Diwali dance company visit Bonfire safety workshop- fire service Pantomime Breakfast with Santa Experiences: Halloween party Bonfire party	Visitors: Oral health workshop	Visitors: Road safety workshop	Trips: Clifton Park- Spring walk (week 1) Graves Park Farm (week 7) Visitors: Bee keeper visit	Trips: Clifton Park- Summer walk (week 7)
Physical Development Gross Motor	**Moving and exploring** Children are taught to: I can move in different ways, including crawling, walking and beginning to run. I can move forwards and backwards and around objects and people. I can stop when an adult tells me to. I can move around people and objects safely. I can begin to stop and start when I am asked.	**Exploring body control and balls** Children are taught to: I can balance with support and explore balancing on different parts of my body. I can climb, bend, squat and stretch to help me control my body. I can push and roll objects and begin to throw objects forwards. I can explore throwing different objects using different movements. I can watch a moving object and try to catch or stop it. I can explore kicking a stationary ball. I can sit on and explore wheeled equipment with adult support. I can use my feet to move a ride-on toy or scooter forwards.	**Moving, balancing and jumping** Children are taught to: I can move in different ways, including crawling, walking and beginning to run. I can move forwards and backwards and around objects and people. I can balance with support and explore balancing on different parts of my body. I can climb, bend, squat and stretch to help me control my body. I can jump from two feet and explore jumping forwards and downwards. I can begin to bend my knees when I jump and land. I can move around people and objects safely.	**Balls, striking and movement to music** Children are taught to: I can push and roll objects and begin to throw objects forwards. I can explore throwing different objects using different movements. I can watch a moving object and try to catch or stop it. I can explore kicking a stationary ball. I can explore hitting objects using my hands. I can explore hitting objects using simple equipment. I can move my body in response to music and sound. I can copy simple movements and actions I can sit on and explore wheeled equipment with adult support. I can use my feet to move a ride-on toy or scooter forwards.	**Moving, balancing and negociating** Children are taught to: I can move in different ways, including crawling, walking and beginning to run. I can move forwards and backwards and around objects and people. I can stop when an adult tells me to. I can move around people and objects safely. I can begin to stop and start when I am asked. I can balance with support and explore balancing on different parts of my body. I can climb, bend, squat and stretch to help me control my body. I can jump from two feet and explore jumping forwards and downwards. I can begin to bend my knees when I jump and land. I can sit on and explore wheeled equipment with adult support. I can use my feet to move a ride-on toy or scooter forwards.	**Moving, balls and athletics** Children are taught to: I can move in different ways, including crawling, walking and beginning to run. I can move forwards and backwards and around objects and people. I can stop when an adult tells me to. I can move around people and objects safely. I can push and roll objects and begin to throw objects forwards. I can explore throwing different objects using different movements. I can explore kicking a stationary ball. I can watch a moving object and try to catch or stop it. I can jump from two feet and explore jumping forwards and downwards. I can begin to bend my knees when I jump and land.

Physical Development Fine Motor	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with my whole hand (palmer grasp) I can draw a vertical line	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with my whole hand (palmer grasp) I can draw a vertical line	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with my whole hand (palmer grasp) I can draw a vertical line I can draw a horizontal line	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with my whole hand (palmer grasp) I can draw a vertical line I can draw a horizontal line	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with a digital pronate grasp I can draw a vertical line I can draw a horizontal line	I can use my whole hand to squeeze,squash, push and pull objects I can pick up, release and mainpualte objects using my hands and fingers I can use both hands together to explore and manipulate objects I can maniupulate materials such as playdough using my hands and fingers I can use simple tools such as pegs and large tweezers to pick up and move objects I can hold a writing tool with a digital pronate grasp I can draw a vertical line I can draw a horizontal line
Communication and Language	I can respond when someone calls my name I can look at or listen to something for a short time. I can stop and look when an adult speaks to me. I can listen to songs, rhymes and voices I know. I can notice when someone changes their tone of voice. I can use single words to tell people what I want. I can put two words together (“more juice,” “mummy car”). I can use words, pointing, and actions to tell people what I need. I can copy and enjoy saying familiar words. I can say sounds like p, b, m, n, w. I sometimes miss the ends of words but I can be understood by people who know me well I can use 50–500 words (growing quickly). I can name people and familiar objects. I can understand words for people, objects and routines. I can point to things when named. I can follow a simple instruction like “get your shoes.” I can answer “where” questions by pointing or showing.	I can respond when someone calls my name I can look at or listen to something for a short time. 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	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.	I can wave or smile to say hello and goodbye. I can copy adults saying “hi” or “bye.” I notice what others are doing and copy their words or actions. play next to other children. I can talk about what I am playing with while next to another child. I can take turns making sounds or saying words with an adult, like a chat. I can wait for my turn to talk when an adult pauses.
PSED	**PSED focused story sessions** **Week 2: Celebrating difference-** What makes me unique- This is me **Week 3: Celebrating difference-** Different appearances- All kinds of people **Week 4: Families-** Week 1: Who’s in my family – Peppa Pig we love our families **Week 5: Families-** Week 2: Families live in different homes- Maisy’s house **Week 6: Emotions and feelings-** Happy- When I feel Happy **Week 7: Emotions and feelings-** Sad- When I feel sad Children are taught to: I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. **Throughout the day** Children are taught to: I can stop when an adult asks me to. I can follow simple routines with support. I can show pride in what I achieve, saying things like “I did it!”	**PSED focused story sessions** **Week 1: Sharing and kindness-** Introduction to kindness- Kindness makes us strong **Week 2: Sharing and kindness-** Kindness and affection- Guess how much I love you **Week 3: Personal care-** Feeding ourselves- Lunchtime **Week 4: Personal care-** Getting dressed- Time to get dressed **Week 5: Change-** Welcoming a new baby- Za-Za’s baby brother **Week 6: Change-** Moving to a new home-Topsy and Tim move house Children are taught to: I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help. I can join in with new things when an adult encourages me. **Throughout the day** Children are taught to: I can stop when an adult asks me to.	**PSED focused story sessions** **Week 1: Celebrating difference-** Good at different things- It’s okay to be different **Week 2: Celebrating difference-** Different abilities- Why not? **Week 3: Families-** Families do things together- All kinds of families **Week 4: Families-** Family traditions and celebrations- Maisy goes to a wedding **Week 5: Emotions and feelings-** Worried- Owl Babies **Week 6: Emotions and feelings-** Excited- Happy Birthday Peppa Children are taught to: I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. **Throughout the day** Children are taught to: I can stop when an adult asks me to. I can follow simple routines with support. I can show pride in what I achieve, saying things like “I did it!” I can join in with new things when an adult encourages me.	**PSED focused story sessions** **Week 1: Sharing and kindness-** Resolving conflict- Pip and Posy: The super scooter **Week 2: Sharing and kindness-** What is sharing?- sharing a shell **Week 3: Personal care-** Brushing our teeth- How to brush your teeth with snappy croc **Week 4: Personal care-** Bath time- Maisy’s bathtime **Week 5: Change-** Visiting the hospital- Maisy goes to Hospital Children are taught to: I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help. I can join in with new things when an adult encourages me. **Throughout the day** Children are taught to: I can stop when an adult asks me to. I can follow simple routines with support.	**PSED focused story sessions** **Week 1: Celebrating difference-** Clothes and culture- Maisie’s scrapbook **Week 2: Celebrating difference-** Togetherness and inclusion- All are welcome **Week 3: Families-** Families love and care for each other- Love makes a family **Week 4: Families-** Families speak different languages- Lulu’s first day **Week 5: Emotions and feelings-** Angry- I am angry **Week 6: Emotions and feelings-** Surprised- Maisy’s surprise birthday party Children are taught to: I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. **Throughout the day** Children are taught to: I can stop when an adult asks me to. I can follow simple routines with support. I can show pride in what I achieve, saying things like “I did it!”	**PSED focused story sessions** **Week 1: Sharing and kindness-** How does sharing make us feel?- The rainbow fish **Week 2: Sharing and kindness-** You can be kind in many ways- When I am kind **Week 3: Personal care-** Washing our hands- Let’s wash our hands **Week 4: Personal care-** Using the toilet- I want my potty **Week 5: Change-** Visiting the dentist- Peppa Pig: dentist trip **Week 6: Change:** Going on an aeroplane- Maisy goes by plane **Week 7: Change-** Trying something new- Maisy learns to swim **Week 8: Change-** Moving to a new class- Starting school Children are taught to: I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help. I can join in with new things when an adult encourages me. **Throughout the day**

	I can join in with new things when an adult encourages me. I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.	I can follow simple routines with support. I can show pride in what I achieve, saying things like "I did it!" I can join in with new things when an adult encourages me. I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.	I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.	I can show pride in what I achieve, saying things like "I did it!" I can join in with new things when an adult encourages me. I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.	I can join in with new things when an adult encourages me. I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.	<u>Children are taught to:</u> I can stop when an adult asks me to. I can follow simple routines with support. I can show pride in what I achieve, saying things like "I did it!" I can join in with new things when an adult encourages me. I can seek comfort when I am upset or hurt. I can begin to manage strong feelings with support. I can notice and name simple feelings like happy, sad, or cross with adult support I can use stories and pictures to help me talk about my feelings. I can feed myself with fingers and begin to use a spoon. I can wash my hands with help and start to undress for changing. I can play alongside others and join in with adult support. I can share and take turns with help. I can use kind words and gestures when reminded. I can notice when someone is sad and get an adult to help.
Literacy- Reading- Word reading	I can copy a sound that I hear eg a moo sounds for a cow	I can copy a sound that I hear eg a moo sounds for a cow	I can copy a sound that I hear eg a moo sounds for a cow	I can copy a sound that I hear eg a moo sounds for a cow	I can copy a sound that I hear eg a moo sounds for a cow I can match a sound that I hear to a picture of what makes the sound	I can copy a sound that I hear eg a moo sounds for a cow I can match a sound that I hear to a picture of what makes the sound I can match a sound such as a phrase to an action I can identify and copy fast, slow, loud and quiet sounds
Literacy- Reading- Comprehension	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard	I enjoy looking at the pictures in books with an adult or on my own and respond by pointing to pictures I enjoy listening to famiiliar stories and might attempt to say some words from the story I enjoy listening to a range of stories and respond with gestures or words in response to what I have heard

	I begin to handle books carefully with support I begin to be able to turn the pages in books with support	I begin to handle books carefully with support I begin to be able to turn the pages in books with support	I begin to handle books carefully with support I begin to be able to turn the pages in books with support	I begin to handle books carefully with support I begin to be able to turn the pages in books with support	I begin to handle books carefully with support I begin to be able to turn the pages in books with support	I begin to handle books carefully with support I begin to be able to turn the pages in books with support
Literacy- Writing (Transcription)	I am able to apply pressure to make marks I can imitate vertical lines	I am able to apply pressure to make marks I can imitate vertical and horizontal lines	I am able to apply pressure to make marks I can imitate vertical and horizontal lines I can imitate a circle	I am able to apply pressure to make marks I can imitate vertical and horizontal lines I can imitate a circle	I am able to apply pressure to make marks I can imitate vertical and horizontal lines I can imitate a circle I can draw shapes that represent people or objects	I am able to apply pressure to make marks I can imitate vertical and horizontal lines I can imitate a circle I can draw shapes that represent people or objects
Literacy Writing (Oral composition)	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.	I can make marks and sometimes give them a simple meaning eg "Mummy" I can use short phrases during play such as "baby sleeping" can act out familiar events or routines to me during play I can join in with other children's ideas in play eg "Yes! Big car!" I can copy familiar phrases from adults or other children I can share an idea for a picture or mark-making before starting I can describe what tI am doing as I make marks.
Mathematics	**Taught through adult focused activity:** **Colour, matching and sorting** I can match two objects that are identical (same colour, item, shape, size, orientation) I can name primary colours **Pattern** I begin to notice patterns I begin to arrange things in patterns **Spatial awareness and shape** I can build with a range of resources. I recognise that some 3d shapes roll and some do not I can begin to use some language to describe shapes in play such as round, flat, straight I can understand and respond to words like in, on, under and behind. I can understand and respond to words like up and down I can explore stacking, filling, emptying, nesting, and fitting objects.	**Taught through adult focused activity:** **Measures** I understand and respond to the words big and small I understand and respond to the word heavy I understand and respond to the words full and empty In play, I pretend to pay for goods such as food shopping I understand night and day **Number rhymes and reciting numbers** I can join in with simple number rhymes that count forwards I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can join in with simple number rhymes that count backwards	**Taught through adult focused activity:** **Colour, matching and sorting** I can match two objects that are identical (same colour, item, shape, size, orientation) I can name primary colours **Pattern** I begin to notice patterns I begin to arrange things in patterns **Spatial awareness and shape** I can build with a range of resources. I recognise that some 3d shapes roll and some do not I can begin to use some language to describe shapes in play such as round, flat, straight I can fit my body into spaces like tunnels, boxes, and dens. I can understand and respond to words like in, on, under and behind. I can understand and respond to words like up and down	**Taught through adult focused activity:** **Measures** I understand and respond to the words big and small I understand and respond to the word heavy I understand and respond to the words full and empty In play, I pretend to pay for goods such as food shopping I understand night and day **Number rhymes and reciting numbers** I can join in with simple number rhymes that count forwards I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can join in with simple number rhymes that count backwards	**Taught through adult focused activity:** **Colour, matching and sorting** I can match two objects that are identical (same colour, item, shape, size, orientation) I can name primary colours **Pattern** I begin to notice patterns I begin to arrange things in patterns **Spatial awareness and shape** I can build with a range of resources. I recognise that some 3d shapes roll and some do not I can begin to use some language to describe shapes in play such as round, flat, straight I can move around obstacles, climb, crawl, run, and ride trikes. I can fit my body into spaces like tunnels, boxes, and dens. I can understand and respond to words like in, on, under and behind.	**Taught through adult focused activity:** **Measures** I understand and respond to the words big and small I understand and respond to the word heavy I understand and respond to the words full and empty In play, I pretend to pay for goods such as food shopping I understand night and day **Number rhymes and reciting numbers** I can join in with simple number rhymes that count forwards I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can join in with simple number rhymes that count backwards

	I can notice when something does or doesn't fit. **Taught through let's move:** I can move around obstacles, climb, crawl, run, and ride trikes. I can fit my body into spaces like tunnels, boxes, and dens. **Daily through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.	I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers from 5 to 1 sometimes missing numbers **Counting- subitising and counting objects** I show awareness of quantity (e.g. looking surprised when more toys are added). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I can represent the amounts 1 and 2 on my fingers I can subitise the amount 1 **Comparison** I notice differences in amounts (e.g., more/less). I use language related to comparison such as 'lots', 'more' or 'same'. I use the language "none" or "no" in everyday contexts **Daily through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.	I can explore stacking, filling, emptying and fitting objects. I can notice when something does or doesn't fit. I can make early marks to show pathways or enclosures. **Taught through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday. **Taught throughout routines and play:** I can move around obstacles, climb, crawl, run, and ride trikes.	I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers from 5 to 1 sometimes missing numbers **Counting- subitising and counting objects** I show awareness of quantity (e.g. looking surprised when more toys are added). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I can represent the amounts 1 and 2 on my fingers I can subitise the amount 1 **Comparison** I notice differences in amounts (e.g., more/less). I use language related to comparison such as 'lots', 'more' or 'same'. I use the language "none" or "no" in everyday contexts **Daily through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.	I can understand and respond to words like up and down I can explore stacking, filling, emptying, nesting, and fitting objects. I can notice when something does or doesn't fit. I can make early marks to show pathways or enclosures. **Daily through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.	I know that some of the words in number rhymes are numbers I am starting to use simple number words in play (e.g., "One, two!"). I can recite numbers from 5 to 1 sometimes missing numbers **Counting- subitising and counting objects** I show awareness of quantity (e.g. looking surprised when more toys are added). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I can represent the amounts 1 and 2 on my fingers I can subitise the amount 1 **Comparison** I notice differences in amounts (e.g., more/less). I use language related to comparison such as 'lots', 'more' or 'same'. I use the language "none" or "no" in everyday contexts **Daily through the calendar:** I begin to understand that time passes and events happen in order I begin to recognise familiar events on a calendar I say some days of the week randomly but not necesarily correctly eg saying "It is Wednesday" on a Friday.

Understanding the World	**Taught throughout routines and play:** History links: • I can tell other people what my name is. • I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park"). • I show an awareness of the passage of time using language like today, tomorrow, yesterday (not always correctly). Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). Science links: • I can explore and engage with objects and materials around me. • I can begin to show curiosity about people and objects, reaching out to investigate them. • I can name different types of weather. RE links: • I can begin to show curiosity about people and objects, reaching out to investigate them. Computing links: • I can recognise familiar adults who help me. • I can copy adults using phones or remotes in my play. • I can notice lights, sounds, or movement from toys and objects. • I can follow simple instructions like "put it in" or "come here". •	**Taught throughout routines and play:** History links: • I can tell other people what my name is. • I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park"). • I show an awareness of the passage of time using language like today, tomorrow, yesterday (not always correctly). Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). Science links: • I can explore and engage with objects and materials around me. • I can begin to show curiosity about people and objects, reaching out to investigate them. • I can name different types of weather. RE links: • I can begin to show curiosity about people and objects, reaching out to investigate them. Computing links: • I can recognise familiar adults who help me. • I can copy adults using phones or remotes in my play. • I can notice lights, sounds, or movement from toys and objects. • I can follow simple instructions like "put it in" or "come here". •	**Taught throughout routines and play:** History links: • I can tell other people what my name is. • I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park"). • I show an awareness of the passage of time using language like today, tomorrow, yesterday (not always correctly). Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). Science links: • I can explore and engage with objects and materials around me. • I can begin to show curiosity about people and objects, reaching out to investigate them. • I can name different types of weather. RE links: • I can begin to show curiosity about people and objects, reaching out to investigate them. Computing links: • I can recognise familiar adults who help me. • I can copy adults using phones or remotes in my play. • I can notice lights, sounds, or movement from toys and objects. • I can follow simple instructions like "put it in" or "come here". •	**Taught throughout routines and play:** History links: • I can tell other people what my name is. • I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park"). • I show an awareness of the passage of time using language like today, tomorrow, yesterday (not always correctly). Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). Science links: • I can explore and engage with objects and materials around me. • I can begin to show curiosity about people and objects, reaching out to investigate them. • I can name different types of weather. RE links: • I can begin to show curiosity about people and objects, reaching out to investigate them. Computing links: • I can recognise familiar adults who help me. • I can copy adults using phones or remotes in my play. • I can notice lights, sounds, or movement from toys and objects. • I can follow simple instructions like "put it in" or "come here". •	**Taught throughout routines and play:** History links: • I can tell other people what my name is. • I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park"). • I show an awareness of the passage of time using language like today, tomorrow, yesterday (not always correctly). Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). Science links: • I can explore and engage with objects and materials around me. • I can begin to show curiosity about people and objects, reaching out to investigate them. • I can name different types of weather. 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	Taught through Welly Wednesday: Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** History links: • I can recognise myself in photos from the past (birthdays). Geography links: • I can say the word *house* in play. Science links: • I can name parts of my body (head, arms, legs, back, eyes, ears, mouth, nose). • I can recognise and name some common animals, insects, and sea creatures (woodland anumals) Computing links: • I can press buttons and see what happens. • I can repeat actions to make something happen again.	**Taught through Welly Wednesday:** Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** History links: • I can talk about what we would see, hear, smell, taste and feel during historical event celebrations (e.g. Bonfire Night). • I can recognise myself in photos from the past Diwali and Christmas). Geography links: • I use the word *map* in play. Science links: • I can show interest in cause and effect (e.g. pressing a button to make a noise). • I can start to understand simple cause-and-effect relationships (e.g. “If I press this button, it will light up”). RE links:	**Taught through Welly Wednesday:** Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** Geography links: • I can say the word *house* in play. Science links: • I can name parts of my body (head, arms, legs, back, eyes, ears, mouth, nose). • I can recognise and name some common animals, insects, and sea creatures (pigs, goats, duckling) RE links: • I can explore and engage with objects and materials around me. Computing links: • I can press buttons and see what happens. • I can repeat actions to make something happen again.	**Taught through Welly Wednesday:** Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** History links: • I can talk about what we would see, hear, smell, taste and feel during historical event celebrations (e.g. Bonfire Night). • I can recognise myself in photos from the past (Eid). Geography links: • I use the word *map* in play. Science links: • I can show interest in cause and effect (e.g. pressing a button to make a noise). • I can start to understand simple cause-and-effect relationships (e.g. “If I press this button, it will light up”). RE links:	**Taught through Welly Wednesday:** Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** Geography links: • I can say the word *house* in play. Science links: • I can name parts of my body (head, arms, legs, back, eyes, ears, mouth, nose). • I can recognise and name some common animals, insects, and sea creatures (insects, farm animals) RE links: • I can explore and engage with objects and materials around me. Computing links: • I can press buttons and see what happens. • I can repeat actions to make something happen again.	**Taught through Welly Wednesday:** Geography links: • I can briefly talk about things I see in the world around me (e.g. pointing to trees, animals, or vehicles). • I can notice and describe features of my environment, such as weather, plants, or animals. Science links: • I can use my senses to explore the world around me. • I begin to explore the natural world by collecting items like leaves, stones, or flowers. • I can identify a plant. • I can recognise and name some common animals, insects, and sea creatures. **Taught through adult focused activity:** History links: • I can talk about what we would see, hear, smell, taste and feel during historical event celebrations (e.g. Bonfire Night). • I can recognise myself in photos from the past (At the seaside). Geography links: • I use the word *map* in play. Science links: • I can show interest in cause and effect (e.g. pressing a button to make a noise). • I can start to understand simple cause-and-effect relationships (e.g. “If I press this button, it will light up”). • I can recognise and name some common animals, insects, and sea creatures

	• I can watch a toy move when someone presses buttons. • I can explore what happens when I press or move something.	• I can explore and engage with objects and materials around me. <u>Computing links:</u> • I can sit with an adult when using a digital device. • I can use my finger to make marks on a touch screen. • I can tap or swipe a screen with help. • I can look at photos or videos of myself with interest.	• I can watch a toy move when someone presses buttons. • I can explore what happens when I press or move something.	• I can explore and engage with objects and materials around me. <u>Computing links:</u> • I can sit with an adult when using a digital device. • I can use my finger to make marks on a touch screen. • I can tap or swipe a screen with help. • I can look at photos or videos of myself with interest.	• I can watch a toy move when someone presses buttons. • I can explore what happens when I press or move something.	(zoo animals, sea creatures) <u>RE links:</u> • I can explore and engage with objects and materials around me. <u>Computing links:</u> • I can sit with an adult when using a digital device. • I can use my finger to make marks on a touch screen. • I can tap or swipe a screen with help. • I can look at photos or videos of myself with interest.
EAD (Art)	**<u>Taught through adult focused activity:</u>** **Drawing** **<u>End point</u>**: Mark making on face template **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (people) I can name the primary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy” I know that I need to create my art on paper, blackboards or the easel and not on the walls **Sculpture** **<u>End point</u>**: Birthday cake **<u>Art links:</u>** I can squeeze and shape playdough with my hands I can use cutters to manipulate salt dough. **Painting** **<u>End point</u>**: Hand and finger print autumn tree **<u>Art links:</u>**	**<u>Taught through adult focused activity:</u>** **Printing** **<u>End point</u>**: Pumpkin printing **<u>Art links:</u>** I can print with large blocks and larger sponges or with resources that use gross motor skills I know that I need to create my art on paper, blackboards or the easel and not on the walls **Drawing** **<u>End point</u>**: Drawing a pumpkin **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (objects, buildings and landscapes) I can name the primary colours that I draw with I can name the secondary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy” I know that I need to create my art on paper, blackboards or the easel and not on the walls	**<u>Taught through adult focused activity:</u>** **Painting** **<u>End point:</u>** Painting a duckling **<u>Art links:</u>** I can make marks with paint I can name the primary colours I paint with I know that I need to create my art on paper, blackboards or the easel and not on the walls **Drawing** **<u>End point</u>**: Drawing of a pig **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (people) I can draw a potato person (just a head and stick legs- no body or neck) I can name the primary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy” I know that I need to create my art on paper, blackboards or the easel and not on the walls	**<u>Taught through adult focused activity:</u>** **Printing** **<u>End point</u>**: Dinosaur printing **<u>Art links:</u>** I can print with large blocks and larger sponges or with resources that use gross motor skills I know that I need to create my art on paper, blackboards or the easel and not on the walls **Drawing** **<u>End point:</u>** Drawing of a castle **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (objects, buildings and landscapes) I can name the primary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy” I know that I need to create my art on paper, blackboards or the easel and not on the walls **Collage/ Product design** **<u>End point</u>**: Dinosaur collage	**<u>Taught through adult focused activity:</u>** **Painting** **<u>End point</u>**: Sunflowers **<u>Art links:</u>** I enjoy using hands, feet and fingers to paint I can make marks with paint I can name the primary colours I paint with I know that I need to create my art on paper, blackboards or the easel and not on the walls **Drawing** **<u>End point</u>**: Minibeasts **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (people) I can draw a potato person (just a head and stick legs- no body or neck) I can name the primary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy”	**<u>Taught through adult focused activity:</u>** **Printing** **<u>End point</u>**: Space printing **<u>Art links:</u>** I can print with large blocks and larger sponges or with resources that use gross motor skills I know that I need to create my art on paper, blackboards or the easel and not on the walls **Drawing** **<u>End point</u>**: African or arctic animals **<u>Art links:</u>** I can make marks with chunky crayons or chalk. I can hold and use drawing tools with some control to make marks I can draw simple shapes with crayons, chalk or paint and give meaning to my marks (objects, buildings and landscapes) I can name the primary colours that I draw with I can ascribe a simple meaning to the marks that I have made eg “Mummy” I know that I need to create my art on paper, blackboards or the easel and not on the walls **Painting**

	I enjoy using hands, feet and fingers to paint I can make marks with paint I can name the primary colours I paint with I know that I need to create my art on paper, blackboards or the easel and not on the walls **Textiles** **End point**: Threading large beads on strings **Art links:** I can thread large objects onto a string	**Collage** **End point**: Snowman **Art links:** I can stick pre cut materials to create a collage I can use the language hard and soft **Painting** **End point**: Christmas tree **Art links:** I can make marks with paint I can name the primary colours I paint with I can hold a paintbrush in the palm of my hand I know that I need to create my art on paper, blackboards or the easel and not on the walls	**Textiles** **End point**: Threading large beads onto strings **Art links:** I can thread large objects onto a string **Sculpture** **End point**: Pig playdough **Art links:** I can squeeze and shape playdough with my hands I can use cutters to manipulate playdough.	**Art links:** I can stick pre cut materials to create a collage I can use the language hard and soft **DT links:** I can join materials using a glue stick with support I can join and combine materials using a glue stick independently	I know that I need to create my art on paper, blackboards or the easel and not on the walls **Textiles** **End point**: Minibeast threading **Art links:** I can thread large objects onto a string **Sculpture** **End point**: Farm animal playdough **Art links:** I can squeeze and shape playdough with my hands I can use cutters to manipulate salt dough.	**End point**: Beach painting **Art links:** I can make marks with paint I can name the primary colours I paint with I can hold a paintbrush in the palm of my hand I know that I need to create my art on paper, blackboards or the easel and not on the walls **Collage** **End point**: Under the sea collage **Art links:** I can stick pre cut materials to create a collage I can use the language hard and soft
EAD **DT**	**Taught through adult focused activity:** **Textiles** **End point**: Autumn textures (Objective led) **DT links:** I explore textures of different fabrics **Taught through snack time:** **Food and nutrition** **End point**: Eating birthday buns **DT links:** I try different food and explore them using my senses I can wash and dry my hands with support **Taught through Welly Wednesday:** **Food and nutrition** **End point**: Making a mud kitchen birthday cake **DT links:**	**Taught through adult focused activity:** **Junk modelling** **End point**: Chritmas tree decoration (Objective led) **DT links:** I explore how things work through play I can join simple junk materials with a glue stick I can explore sticking paper or materials with adult help I show preference for certain materials or objects **Structures** **End point**: Church tower (Objective led) **DT links:** I explore how things work through play I can build towers by stacking objects I can explore how blocks can be stacked I show preference for certain materials or objects	**Taught through adult focused activity:** **Junk modelling** **End point**: Bridge for the three billy goats gruff **DT links:** I explore how things work through play I can join simple junk materials with a glue stick I can explore sticking paper or materials with adult help I show preference for certain materials or objects **Structures** **End point**: Building a house for the three little pigs **DT links:** I explore how things work through play I can build towers by stacking objects I can explore how blocks can be stacked I show preference for certain materials or objects	**Taught through snack time:** **Food and nutrition** **End point**: Eating food relating to Eid **DT links:** I try different food and explore them using my senses I can wash and dry my hands with support	**Taught through snack time:** **Food and nutrition** **End point**: Trying different fruits and vegetables (Snack time) **DT links:** I try different food and explore them using my senses I can wash and dry my hands with support **Structures** **End point**: Building pens for the farm animals using blocks **DT links:** I explore how things work through play I can build towers by stacking objects I can explore how blocks can be stacked I show preference for certain materials or objects I push and pull objects **Collage Product design**	**Taught through snack time:** **Food and nutrition** **End point**: Eating food relating to beach party **DT links:** I try different food and explore them using my senses I can wash and dry my hands with support

	I imitate preparing/ cooking food in play I use spoons, cupts or small tools to stir, pour and scoop ingredients with support I show preference for certain materials or objects	I push and pull objects **Taught through snack time:** **Food and nutrition** **End point**: Eating Christmas foods (Snack time) **DT links:** I try different food and explore them using my senses I can wash and dry my hands with support	I push and pull objects		**End point**: Making an Easter egg collage **Art links:** I can stick pre cut materials to make a collage **DT links:** I can join materials together using a glue stick I show preference for certain materials or objects	
EAD (Roleplay)	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.	**Taught through adult focused activity:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play. **Taught through Welly Wednesday:** I can use simple small words resources (farm, cars, trains, dolls) to tell a story I can begin to act out simple stories or experiences in play.
EAD (Music)	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group **Taught through adult focused activity:** I respond to music through movement such as moving, dancing, swaying, clapping I am beginning to be able to clap or stamp to the beat of music.	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group **Taught through adult focused activity:** I can pick up an instrument and have a go at playing it	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group **Taught through adult focused activity:** I can pick up an instrument and have a go at playing it	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group	**Taught through Story and Rhyme Time sessions:** I can join in with simple action songs or nursery rhymes. I can sing some of the words in familiar songs in a group I can explore musical instruments, making fast and slow sounds. I can play instruments to make different sorts of sounds eg fast/ slow/ loud/ quiet I can identify fast and slow sounds (tempo) and I can make them with my voice and body I can identify loud and quiet sounds (dynamics) and I can make them with my voice and body I can pick up an instrument and have a go at playing it

						Taught through adult focused activity: I can pick up an instrument and have a go at playing it