

Cycle A			
Transport and Worldwide Exploration	Oceans and Creatures of the Deep	What Can We Find in Our Garden? (Minibeasts and Life Cycles)	Transition – Managing change
Cycle B			
How Big is Space?	Deep in the Rainforest and Jungle	What's Growing Here?	Moving Onward and Upwards
Personal, Social and Emotional Development Building Relationships Engage with others through gestures, gaze and talk Begins to show confidence in new social situations Self-Regulation Feels strong enough to express a range of emotions Sometimes observes rules, understanding why they are important Managing Self Safely explores emotions beyond their normal range Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'	Personal, Social and Emotional Development Building Relationships Finds ways of managing transitions from parent to key person Shows more confidence in new social situations Self-Regulation Develops an understanding of school rules without needing an adult to remind them Managing Self Begins to develop friendships with other children Select and use activities and resources, with help when needed	Personal, Social and Emotional Development Building Relationships Plays with one or more other children, extending and elaborating play ideas Self-Regulation Develops appropriate ways of being assertive Managing Self Begins to select and use activities and resources, with help when needed	Personal, Social and Emotional Development Building Relationships Plays with one or more other children, extending and elaborating play ideas Shows sensitivity to their own and others' needs Self-Regulation Find solutions to conflict and rivalries Begins to think about the perspective of others Managing Self Begins to make healthy choices Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time

			Having a good sleep routine Being a safe pedestrian
Physical Development Gross Motor Skills Clap and stamp to music Match their developing physical skills to tasks and activities in the setting. Fine Motor Skills Explore the use of one-handed tools and equipment, for example, making snips in paper with scissors	Physical Development Gross Motor Skills Builds independently with a range of appropriate resources Begins to collaborate with others to manage large items. Fine Motor Skills Develops manipulation and control Develops skills when using one-handed tools	Physical Development Gross Motor Skills Enjoy starting to kick, throw and catch balls Will attempt to skip, hop, stand on one leg and hold a pose for a game like musical statues. Fine Motor Skills Starts to find a preferable and comfortable grip with good control when holding pens and pencils	Physical Development Gross Motor Skills Starts to eat independently learning to use a knife and fork Begins to choose the right resources to carry out their own plan. Fine Motor Skills Explores different materials and tools Use a comfortable grip with good control when holding pens and pencils
Understanding the World Past & Present Makes connections between family and other families People, Culture & Communities Notice differences between people	Understanding the World Past & Present Begins to talk about what they see, using a wider vocabulary People, Culture & Communities Notices and comments on differences between people	Understanding the World Past & Present Will talk about what they see, using an expanding vocabulary People, Culture & Communities Begins to make sense of their own life story The Natural World	Understanding the World Past & Present Talks about what they see, using a wide vocabulary, using longer and more descriptive sentences Name and describe people who are familiar to them People, Culture & Communities

Continues developing positive attitudes about the differences between people The Natural World Explore materials with different properties Explore how things work	The Natural World Begins to explore natural materials both indoors and outdoors Explores the natural world around them	Will confidently explore the outdoor area and natural materials within it Begins to show respect and care for the natural environment	Begins to understand that some places are special to members of their community The Natural World Observes plants and seeds and care for growing plants
Communication and Language Listening, Attention and Understanding Understands a simple instruction Starts to pay attention to more than one thing at a time, which can be difficult Speaking Begins to develop pronunciation Starts to develop conversation, often jumping from topic to topic Use new vocabulary in different contexts	Communication and Language Listening, Attention and Understanding Will remain generally focused on one activity of their own choice Begins to understand a question or instruction that has two parts, such as 'get your coat and wait at the door'. Speaking Start a conversation with an adult of friend and continue it for many turns Begins to learn new vocabulary a	Communication and Language Listening, Attention and Understanding Listens to other people talk with interest but will get easily distracted Begins to understand 'why' questions, like: 'why do you think the caterpillar is so fat?' Speaking Starts to say how they are feeling, using words as well as actions Learns new vocabulary and uses new vocabulary	Communication and Language Listening, Attention and Understanding Listens to others and begins to form own opinions Starts to connect one idea or action to another using a range of connectives Speaking Continues to develop pronunciation Begins to use talk to organise themselves and their play

Expressive Arts & Design Creating With Materials Makes simple models which express their ideas Begins to create collaboratively, sharing ideas, resources and skills Being Imaginative and Expressive Begins to make rhythmical and repetitive sounds Enjoy taking part in action songs such ‘twinkle twinkle’ Starts to develop pretend play	Expressive Arts & Design Creating With Materials Begins to explore different materials using all their senses to investigate them Uses their imagination as they consider what they can do with materials Being Imaginative and Expressive Begins to explore different sound makers and instruments and plays them in different ways Begins to explore and engage in music making and dance, performing solo or in groups	Expressive Arts & Design Creating With Materials Starts to mark make intentionally Explores paint using fingers and other equipment Begins to develop their own ideas and decides which materials to use Being Imaginative and Expressive Starts to explore voices and enjoy making sounds Expresses feelings and ideas through mark making	Expressive Arts & Design Creating With Materials Explore different materials using all their senses to investigate them Enjoys exploring different materials and their textures Being Imaginative and Expressive Responds emotionally and physically to music when it changes Begins to listen attentively, move to and talk about music, expressing their feelings and responses.
Literacy Comprehension Pays attention and responds to pictures in books Word Reading Develops play around favourite stories Writing Enjoy drawly freely Begins to add some marks to their drawings which they give meaning to	Literacy Comprehension Begins to ask questions about a book Begins to develop their phonetical awareness so they can – count or clap syllables in words Has favourite book and seeks them out to share with an adult or peer Word Reading Engages in extended conversations about stories, learning new vocabulary	Literacy Comprehension Enjoys sharing books with adults and peers Continues to develop their phonetical awareness so they can – count or clap syllables in words Word Reading Notices some print, such as first letter of their name Writing	Literacy Comprehension Develop their phonetical knowledge so they can – Recognise words with the same initial sound and spot or suggest rhymes Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Will attempt to write some or all their name

	Writing Makes marks on their picture to stand for their name	Adds marks to their drawings, which they give meaning.	Begins to write some letters accurately
Mathematics Number Takes part in finger rhymes with numbers Numerical Patterns Combines objects like stacking blocks and cups Will begin to compare amounts saying 'lots, more or same'	Mathematics Number Develops counting-like behaviour Begins to count objects, actions and sounds Numerical Patterns Builds with a range of resources Begins to notice patterns and arrange things in patterns	Mathematics Number Counts in everyday contexts but sometimes misses numbers out Experiments with own symbols Numerical Patterns Notices and arranges things in patterns Talk about and identifies the patterns around them using informal descriptive language	Mathematics Number Will begin to say one number for each item in order 1,2,3,4,5 Numerical Patterns Will begin to extend and create ABAB patterns Notice and corrects an error in repeating patterns, with the help of adults