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| <b>Physical development</b><br><br>Playdough<br>Construction<br>Outdoor construction<br>Sand/ Water<br>Graffiti board<br>Design and make<br>Writing and drawing<br>Bikes<br>PE equipment | <ul style="list-style-type: none"> <li>• PE- Write Dance</li> <li>• Yoga</li> <li>• Action songs</li> <li>• Dough gym</li> <li>• Playdough</li> <li>• Graffiti wall</li> <li>• Easel</li> <li>• Water/rollers</li> <li>• Barrels</li> <li>• Brooms</li> <li>• Action songs</li> <li>• Copying a cross and diagonal line</li> </ul> | <ul style="list-style-type: none"> <li>• PE- Gross- moving in different ways.</li> <li>• Crayons and chalks</li> <li>• Large paper/patterns</li> <li>• Playdough</li> <li>• Golf tees hammering</li> <li>• Cutting</li> </ul>  | <ul style="list-style-type: none"> <li>• PE- ball skills</li> <li>• Fine threading</li> <li>• Cutting</li> <li>• Tip tap</li> <li>• Dough disco</li> <li>• Yoga</li> <li>• Bikes/ scooters</li> <li>• PE- Gymnastics</li> <li>• Fine threading</li> <li>• Cutting</li> <li>• Tip tap</li> <li>• Dough disco</li> <li>• Yoga</li> <li>• Bikes/ scooters</li> </ul> | <ul style="list-style-type: none"> <li>• PE -Dance</li> <li>• Fine threading</li> <li>• Cutting</li> <li>• Yoga</li> <li>• Bikes/scooters</li> <li>• Parachute</li> <li>• PE- Athletics</li> <li>• Fine threading</li> <li>• Cutting</li> <li>• Yoga</li> <li>• Bikes/scooters</li> <li>• Parachute</li> </ul> |
| <b>Outdoor construction</b>                                                                                                                                                              | <b>Building structures</b><br>Crates<br>Wooden blocks<br>Tyres                                                                                                                                                                                                                                                                     | <b>Building enclosures (with purpose)</b><br>Crates<br>Wooden blocks<br>Tyres<br><br><b>-Add builders dress up.</b><br><br><b>Building enclosures, considering rooves</b><br>Crates<br>Wooden blocks<br>Tyres<br>Wooden planks | <b>Building enclosures, considering weather</b><br>Crates<br>Wooden blocks<br>Tyres<br>Wooden planks<br>Wooden poles<br>Tarpolin<br><br><b>Building cooperatively</b><br>(as above, material must be accessible to children).<br>Additional blocks added                                                                                                          | <b>Building collaboratively</b><br>Crates<br>Wooden blocks<br>Tyres<br>Wooden planks<br>Wooden poles<br>Tarpolin<br>Wheels                                                                                                                                                                                     |
| <b>Woodwork (must be supervised 1:3!)</b>                                                                                                                                                | <b>Hammering into soft surfaces</b><br>Hammering golf tees into soft surfaces such as vegetables                                                                                                                                                                                                                                   | <b>Hammering into harder surfaces</b><br>Tip tap with woodwork hammers.<br>Moving onto nails into carboard/ insulation tiles.<br><br>Removing nails using claw hammers                                                         | <b>Sawing soft surfaces</b><br>Sawing fruit, veg and cardboard with wood work saws.<br>Drilling and screwing kit<br><br><b>Sawing tougher surfaces</b><br>Sawing cardboard, insulations tiles and soft wood.                                                                                                                                                      | <b>Screwing and unscrewing</b><br>Screwing and unscrewing screws from soft surfaces/ hard surfaces<br><br><b>Creative woodwork</b><br>Children to use saws, hammers, nails, to create.                                                                                                                         |

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| <b>Sand progression</b> | <b>Enclosing and burying</b><br><b>Moulding and building</b> <p>Up to 3 of each:</p> <ul style="list-style-type: none"> <li>• Large moulds</li> <li>• Buckets</li> <li>• Spades/ scoops and cups</li> <li>• Small objects to bury</li> </ul> | <b>To make sandcastles</b><br><b>Independently and reinforce structures</b> <p>Up to 5 of each:</p> <ul style="list-style-type: none"> <li>• Large and small moulds</li> <li>• Buckets (range of sizes)</li> <li>• Spades/ scoops and cups</li> <li>• Sieves and funnels</li> </ul> <p>To know to add water to dry sand for sturdiness. To use descriptive language to describe sand<br/>Shells, gems, etc for decorating</p> | <b>To understand that damp sand holds impressions. To add detail to construction and evaluate.</b> <p>Up to 5 of each:</p> <ul style="list-style-type: none"> <li>• Large and small moulds</li> <li>• Buckets (range of sizes)</li> <li>• Spades/ scoops and cups</li> <li>• (up to 10) objects for decorating- gems/ shells/ sticks etc</li> <li>• Lolly sticks/ scalpals for adding details.</li> </ul> | <b>To use comparative language. To discuss why constructions do/ don't work.</b> <ul style="list-style-type: none"> <li>• To create multi-layered constructions.</li> <li>• Containers of varying sizes</li> <li>• Objects for decorating</li> <li>• Objects for reinforcing</li> <li>• Scoops of varying sizes.</li> </ul> |
| <b>Assessment</b>       | <p>Moves confidently at varying speeds.<br/>Able to manipulate resources such as small world toys, simple puzzle pieces and page turning.</p>                                                                                                | <p>Moves confidently in a variety of ways (running, jumping)<br/>Ride a scooter/ balance bike with increasing confidence. Begins to handle tools (pencils, scissors) with some control<br/>Beginning to develop independence in dressing and toileting.<br/>Has a dominant hand and can copy a vertical and diagonal line.</p>                                                                                                | <p>Moves confidently in a variety of ways (skipping, climbing)<br/>- Develops independence in dressing and toileting<br/>Developing fine motor control for writing and drawing and a pencil grip<br/>To ride a pedal bike with increasing confidence.<br/>Can use scissors correctly.</p>                                                                                                                 | <p>- Uses tools (scissors, cutlery, pencils) with greater precision<br/>- Demonstrates good coordination in PE activities<br/>Can form some letters correctly.<br/>Can ride a pedal bike, independently.</p>                                                                                                                |
| <b>Aspirations</b>      | <p>I can copy basic actions.<br/>I can join in with yoga.</p>                                                                                                                                                                                | <p>I can copy a diagonal line. I can ride a scooter.<br/>I can ride a balance bike.</p>                                                                                                                                                                                                                                                                                                                                       | <p>I can ride a scooter.<br/>I can ride a balance bike.</p>                                                                                                                                                                                                                                                                                                                                               | <p>I can use scissors.<br/>I can ride a pedal bike.</p>                                                                                                                                                                                                                                                                     |

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| <b>Personal, Social and emotional development</b><br><br><b>All areas</b> | <ul style="list-style-type: none"> <li>Feeling jars - happy and sad.</li> <li>Introduce 5 minute timer for sharing.</li> <li>Snack time- Get to know our friends names.</li> <li>Modelling problem-solving vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Love</li> <li>Snack groups</li> <li>Taking turns with timers</li> <li>Parachute and team games</li> <li>Modelling problem-solving vocabulary</li> </ul>                                           | <ul style="list-style-type: none"> <li>Calm, angry</li> <li>Snack groups</li> <li>Taking turns with timers</li> <li>Parachute and team games</li> <li>Modelling problem-solving vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Snack groups</li> <li>Taking turns with timers</li> <li>Parachute and team games</li> <li>Modelling problem-solving vocabulary</li> <li>Feelings jars</li> </ul> |
| <b>My happy mind</b>                                                      | <b>Meet your brain</b><br>Activity: Glitter jars                                                                                                                                                                                 | <b>Celebrate</b><br>Activity: Friendship bracelets                                                                                                                                                                                       | <b>Appreciate:</b><br>Activity: Lucky dip<br><b>Relate</b><br>Activity: Friendship recipe                                                                                                             | <b>Engage</b><br>Activity: Persevere with a challenge (Draw with Rob)                                                                                                                                   |
| <b>Assessment</b>                                                         | Begins to explore familiar resources in the classroom.<br>Can separate from main carer.<br>Can initiate an interaction with other children and play alongside.                                                                   | Is able to adapt behaviour to changes to a familiar routine.<br>Can manage self -care with increasing efficiency.<br>- Begins to form relationships with peers and adults<br>Plays with one other child. Shows awareness of own feelings | - Can work successfully alongside other children, using a timer to share toys<br>- Shows increased independence in choosing activities<br>- Understands rules and begins to manage own behaviour      | - Works cooperatively with others, taking turns.<br>- Demonstrates confidence in new situations<br>- Shows resilience and perseverance<br>- Manages own basic needs independently                       |
| <b>Aspirations</b>                                                        | I can leave my adult and settle into my classroom.                                                                                                                                                                               | I can play alongside my friends.                                                                                                                                                                                                         | I can use a timer to share toys.<br>I can listen to my friends.                                                                                                                                       | I can take turns.<br>I can play a board game with my friends.                                                                                                                                           |

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| <p><b>Literacy</b></p> <p>Writing and drawing<br/>Reading<br/>Domestic area<br/>Outside (mud kitchen)</p> | <ul style="list-style-type: none"> <li>• Books</li> <li>• Nursery rhymes. (oi frog)</li> <li>• Chopsticks</li> <li>• A3 paper</li> <li>• Colouring</li> <li>• Rhyme- rhyming stories/ sorting rhyming objects (snack)</li> <li>• Fine motor morning jobs</li> <li>• Phonics phase 1 and 2</li> <li>• Write dance</li> </ul> | <ul style="list-style-type: none"> <li>• sounds out as taught.</li> <li>• Magnetic letters</li> <li>• Colouring</li> <li>• Rhyme- rhyming stories/ sorting rhyming objects</li> <li>• Fine motor morning jobs</li> <li>• Writing boards and clipboards in all areas</li> <li>• Phonics Phase 2</li> </ul> | <ul style="list-style-type: none"> <li>• sounds out as taught.</li> <li>• Colouring,</li> <li>• Sound mats</li> <li>• Fine motor morning jobs</li> <li>• Writing boards and clipboards in all areas</li> <li>• Phonics phase 3</li> </ul> | <ul style="list-style-type: none"> <li>• sounds out as taught.</li> <li>• Sound mats</li> <li>• Fine motor morning jobs</li> <li>• Writing boards and clipboards in all areas</li> <li>• Phonics phase 3</li> </ul>                                                                               |
| <p><b>Writing and drawing area</b></p>                                                                    | <ul style="list-style-type: none"> <li>• Egg crayons/chunky pencils/ paint sticks/chalks</li> <li>• Name labels stickers</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Egg crayons/chunky pencils/ paint sticks/chalks</li> <li>• Patterns to copy, trace</li> <li>• Name labels to copy</li> <li>• Sound mats</li> <li>• tracing</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Chunky pens and pencils,</li> <li>• Patterns to copy, trace</li> <li>• Name labels to copy</li> <li>• Sound mats</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Chunky pens and pencils,</li> <li>• Name labels to copy</li> <li>• Sound mats</li> <li>• Colouring/ tracing</li> <li>• Envelopes</li> <li>• Made books and envelopes</li> <li>• Range of pens and pencils e.g. gel pens</li> <li>Tricky words</li> </ul> |
| <p><b>Assessment</b></p>                                                                                  | <p>Knows that print carries meaning -Begin to trace my name.<br/>Makes meaningful marks on paper.</p>                                                                                                                                                                                                                       | <p>-Recognises own name<br/>Can recognise rhyme<br/>Starts to hear and identify initial sounds in words<br/>Can hear oral blending.<br/>Engages with books and retells simple stories<br/>Can trace/ write name</p>                                                                                       | <p>Can recognise a range of phase 2 sounds<br/>Begins blending sounds to read simple words<br/>Writes simple words<br/>Recognises some common exception words<br/>Writes name using a wrist pivot</p>                                     | <p>Recognises most Phase 3 sounds<br/>- Form letters and sentences that can read by others.<br/>- Writes simple sentences using phonics knowledge</p>                                                                                                                                             |

| Aspirations                                                                                                                                               | I can copy a vertical cross.                                                                                                                                                                                                                                                                                                                       | I can copy a diagonal line.                                                                                  | I can trace my name.<br>I can use a wrist pivot.<br>I can begin to form letters.                                                                                                                                                                                        | I can write a sentence that can be read by others.<br>I can form most letters correctly when writing words.                                                                                                                                                                         |
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| <b>Mathematics</b><br><br>Investigation area<br>Small world<br>Puzzles<br>Construction<br>Blocks<br>Outside – construction<br>Sand<br>Water<br>Maths area | <ul style="list-style-type: none"> <li>• Tv-numberblocks,</li> <li>• Number story stories</li> <li>• Number songs</li> <li>• Blocks</li> <li>• Loose parts</li> <li>• Lunch board</li> <li>• Matching objects/ sorting</li> <li>• Pairs</li> <li>• Building towers</li> <li>• 3 different sized</li> <li>• Number of cups in home area.</li> </ul> | <ul style="list-style-type: none"> <li>• Start counting time (snack)</li> <li>• Introducing 1,2,3</li> </ul> | <ul style="list-style-type: none"> <li>• TV- Numberblocks,</li> <li>• Number songs/ stories</li> <li>• Numbers 0-5 0-10</li> <li>• Pots with numbers on for children to sort (enhanced activities)</li> <li>• Number puzzles, games</li> <li>• Counting time</li> </ul> | Numbers 0-10 <ul style="list-style-type: none"> <li>• Pots with numbers on for children to sort (enhanced activities)</li> <li>• Number puzzles, games</li> <li>• Counting time</li> <li>• Numicon to make teen numbers</li> <li>• 0-10 number cards in small world area</li> </ul> |
| <b>Construction area</b>                                                                                                                                  | <ul style="list-style-type: none"> <li>• phase 1 block 1:1 matching</li> <li>• car garage/car</li> <li>• mini me's</li> <li>• house photo on blocks.</li> <li>• Duplo</li> <li>• Dinosaurs/ farm animal</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>• phase 1 block 1:1 matching</li> <li>• train track</li> </ul>        | <ul style="list-style-type: none"> <li>• phase 2 block making shapes/counting</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Phase 3 -</li> <li>• Shapes in a tens frame, stacks of 5</li> <li>• Lego</li> </ul>                                                                                                                                                        |



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| <b>Assessment</b>                                                           | Can talk about themselves and their experiences.<br>Explores the classroom and environment -Shows curiosity about the natural world                                                                                                                                                                                       | Talks about family and past experiences<br>Explores the classroom and school environment<br>Uses simple technology<br>Shows curiosity about the natural world, noticing similarities and differences.                         | Explores changes over time (seasons, growth)<br>Talks about different occupations and communities in their direct experiences.<br>Shows curiosity about the natural world, beginning to ask and answer questions. | Describes similarities and differences between environments<br>Understands basic past vs present concepts<br>Knows that people celebrate different events<br>Uses technology purposefully |
| <b>Expressive Arts and Design</b><br><br>DT<br>Sand<br>Design and make area | <ul style="list-style-type: none"> <li>Masking tape/ cutting tape</li> <li>Scissors</li> <li>Paint large brushes, large tools-rollers</li> <li>Glue</li> <li>Making bags</li> <li>Boxes, lolly sticks</li> <li>Coloured tape</li> <li>Strips of paper</li> <li>Bottle lids</li> <li>Sand (see sep Progression)</li> </ul> | <ul style="list-style-type: none"> <li>Hole punch</li> <li>Colour mixing (colour blocks)</li> <li>Transient art</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Wiggly Scissors</li> <li>Small paint brushes.</li> <li>stapler</li> <li>phase 2 block making shapes/counting</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Masking tape/ cutting tape,</li> <li>Hole punch</li> <li>Scissors</li> <li>Stapler</li> <li>split pins</li> </ul>                                  |
| <b>Access art</b>                                                           | Colour recognition, mark-making, colour mixing<br>Printing for Christmas wrapping paper.                                                                                                                                                                                                                                  | Artist study: Kadinsky    Printing (write dance)                                                                                                                                                                              | How can we build worlds? Junk modelling, bug hotels.                                                                                                                                                              | Observational drawing<br>Flowers, butterflies.<br>Artist Study: Lucy arnold                                                                                                               |
| <b>Music</b>                                                                | To perform songs with actions, in time to the music (Nursery rhymes).                                                                                                                                                                                                                                                     | To perform songs and move in time to the music (with others) to an audience (Singing and craft morning)<br>Explore and engage in music making<br>Play rhythm and volume games<br>Encourage children to engage in music making | Listen to music and share their likes and dislikes<br>Encourage children to engage in music making<br>Sing familiar songs from memory and make adaptations, where necessary<br>Move in time to music (dance unit) | Watch live music performances.<br>Listen to music and share their likes and dislikes<br><br>Evaluate each other's movements in dance.                                                     |

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| <b>Assessment</b>  | <ul style="list-style-type: none"> <li>- Engages in imaginative play</li> <li>- Explores mark-making, using familiar resources</li> <li>- Joins in with songs and rhymes</li> </ul> | <ul style="list-style-type: none"> <li>- Engages in imaginative play, retelling familiar stories.</li> <li>- Explores mark-making, using a range of media.</li> <li>- Joins in with songs and rhymes</li> </ul> | <ul style="list-style-type: none"> <li>- Develops more detailed role play</li> <li>- Uses a variety of materials creatively, with purpose.</li> <li>- Explores and creates rhythm, music, and movement</li> </ul> | <ul style="list-style-type: none"> <li>- Creates purposeful representations, over time, combining materials and techniques effectively.</li> <li>- Explains what they have made and how.</li> <li>- Performs songs, dances, and role-play confidently</li> <li>- Combines materials and techniques effectively, returning to and improving over time.</li> <li>- Engages cooperatively with others to act out a simple storyline.</li> </ul> |
| <b>Aspirations</b> | I can use tape to fasten.                                                                                                                                                           | I can use a stapler to fasten.                                                                                                                                                                                  | I can follow my plan to make a model.<br>I can use split pins to fasten.                                                                                                                                          | Make a model and talk about it (junk modelling)<br>I can create a picture and talk about it.<br>I can add appropriate features to my model.<br>I can make my model fit for purpose.                                                                                                                                                                                                                                                          |