

	<b>PSED</b>
<b>Autumn</b>	Recognising their photo. Connecting to the adult as a safe base to explore and separate from their main carer. Knowing that the main carer will return. Show interest in exploring their new environment. Introduced to the routines and boundaries- eg we wear aprons for paint and water, we sit when eating
<b>Spring</b>	Become more secure in following the routine. Linking their photo to peg and seating for snack, and recognising the sign for snack time. Separate confidently from carer and follow boundaries with support.
<b>Summer</b>	Independently managing themselves and parts of the routines.
<b>Autumn</b>	Begin to trust others. Learn the names of key person and use them as a safe base to explore and separate from the main carer. Recognising their anxiety around separation and validating it. Begin to express self, needs and feelings (through language). Begin to self regulate emotions and manage feelings with support from adults. Begin to make positive relationships with others, and have a sense of belonging. Have a goat new ideas, make mistakes and become curious to explore the nursery environment. Learn new routines, identify familiar people. Developing play skills with what they know.
<b>Spring</b>	Grow in confidence, with familiar adults at nursery. Begin to build friendships with other children. Separate confidently from carer. Begin to express basic needs and wants to familiar people. Confidently follow familiar routines. Have own voice and share opinions. Recognise and name their emotions. Begin to self regulate and negotiate with peers.
<b>Summer</b>	Can manage any changes in the routine. Can talk positively about themselves and their achievements. Cooperate with others and resolve disputes with friends, or seek out support to do this.
<b>End goals</b>	To self regulate their emotions, manage failure and work within the boundaries. To have positive relationships and be a good friend. To have a positive self identity To have emotional resilience to facilitate healthy and smooth transitions

	<b>PD</b>
<b>Autumn</b>	Hang coat on peg with adult support. Tolerate different textures (schema). Explore a range of equipment for movement.
<b>Spring</b>	Follow the actions to familiar songs. Become aware of bodily functions (wet or soiled). Climb up and down steps, 2 feet to a step. Use a spoon and cup for filling and pouring. Push or use feet to move a wheeled toy. Begin to use tap independently.
<b>Summer</b>	Manage clothing – hat, coat. Manage washing hands independently and begin to communicate toilet needs. Snip with scissors. Climb confidently on outdoor equipment. Explore mark making in a range of media and with varied resources.
<b>Autumn</b>	Request the toilet or changing and wash hands. Manage own outer clothing. Learn to sit at group activities. To be willing to try new physical challenges (jumping from apparatus, with help). Tolerate new sensory experiences.
<b>Spring</b>	Follow the toileting routine with adult support. Able to put on a coat, pull up trousers and start to manage shoes. Independently undo fastenings on clothes. Begin to make appropriate choices around outer clothing. Independently manage more complex climbing equipment. Place feet on pedals and attempt to ride a bike/trike. Uses scissors to cut. Manipulate malleable materials with intent. Keen to participate in sensory experiences.
<b>Summer</b>	Manage toileting independently. Seeks out help if needed. To be able to use age appropriate tools in daily life (to feed, etc). Use a pedal bike safely.
<b>End goals</b>	To be confident to try new physical challenges To dress and undress independently and manage their self care

	<b>CL</b>
<b>Autumn</b>	Know that signs represent something. Link a sign to action or object. Verbally modelling and copying back. Naming familiar objects. Respond to and tell others their name. Knowing the names of Key Person, peers and friends. Play alongside another person. Able to self register
<b>Spring</b>	Sing familiar nursery rhymes. Join in with repeated refrains in stories and songs. Greet friends, verbally. Use short sentences to get needs met. Follow simple instructions. Begin to engage in serve and return in conversation with adults.
<b>Summer</b>	Complete the missing words or phrases in familiar stories or rhymes. Make requests of others. Engage in up to 4 'serve and returns' in conversation with others.
<b>Autumn</b>	Start to listen, focus, follow instructions, and participate in discussion. Communicate with intent, understand routines and instructions, knowledge of simple and familiar stories. Use familiar language around food and meal times. Language to get needs met is used, and become confident in talking to familiar adults.
<b>Spring</b>	Initiate and contribute to conversation with familiar friends and adults, using more than 4 'serve and returns' in conversation. Can follow instructions around learning activities. Asks questions and offers suggestions. Communicates needs and wants confidently.
<b>Summer</b>	Talk about their experiences outside of nursery. Be confident to speak in front of a small audience of peers. Be able to tell a familiar or made up story to others. To be able to use appropriate language to resolve conflict and share ideas.
<b>End goals</b>	To be a confident communicator

	<b>Literacy– reading (links with CL)</b>	<b>Literacy– writing (links with PD)</b>
<b>Autumn</b>	Develop book skills; opening books, holding the correct way up. Using board books. Knowledge of prompts– tick tock.	Using large movements in play
<b>Spring</b>	Turn pages in a book. Show interest in looking at pictures in a book, including their special book. Be interested in exploring letters in a tactile way. Respond to actions and signs (Makaton, pictures).	make marks using various resources and tools.
<b>Summer</b>	Recognise the initial letter of their name. Be able to complete actions to favourite songs. Request favourite stories.	Make a variety of marks in shape and form.
<b>Autumn</b>	Know that print has meaning and can bring joy. Handle books carefully. Use repeated refrains and nursery rhymes. Recognise name on peg. Look at books and engage with text and stories (emotional).	Know that different marks can be made in different places, with a range of tools and implements. Mark make with a range of materials.
<b>Spring</b>	Turn pages while reading a book. Recognise their name in different places. Be familiar with core book texts.	Begin to write some letters from their name. Make marks for a purpose and share that with others.
<b>Summer</b>	Share books with friends. Recognise letters of significance. Link some sounds to letters and begin to read some familiar words.	Write letters of their name clearly and in order. Make marks for a purpose (letter, story, shopping list), and talk about what they mean.
<b>End goals</b>	to read familiar words and have a love of books	to write their name independently on their work

	<b>Maths</b>
<b>Autumn</b>	Know what comes next- visual routine. Fill and empty containers.
<b>Spring</b>	Group and sort items. Show interest in numbers, and begin to know those that are significant. Begin to complete peg puzzles. Stack and build with blocks/cups.
<b>Summer</b>	Count items 1:1, up to 5. Understand basic mathematical language (big, little, in, under, behind, long, short)
<b>Autumn</b>	Learn new positional language. Begin to understand that quantity is the number in a group. Discuss the order of the routine of the day. Group items, match items, and count items in a group. Make simple patterns.
<b>Spring</b>	Be familiar with numbers of significance. Use shapes to build and position and use the name of common 2D shapes. Uses mathematical language in their play and in context (measuring, weighing, balancing, collecting). Beginning to measure during cooking and be familiar with the daily sequences, such as fruit time, lunch time.
<b>Summer</b>	Be confident in using numbers up to 10 (order, recite, recognise). Be able to use objects to construct and build. Beginning to recognise and name some common 3D shapes. Use time related language in real life situations. Use other mathematical language throughout their play. Be able to follow a simple recipe to make playdough. Using money in role play to exchange for goods.
<b>End goals</b>	To use mathematical skills in a variety of ways to solve practical problems

	<b>Utw</b>
<b>Autumn</b>	Knowing what comes next- visual routine
<b>Spring</b>	Begin to explore new experiences. Naming family members. Show some awareness of personal celebrations. Have a sense of belonging.
<b>Summer</b>	Show awareness of their familial celebrations. Talk about their likes and dislikes. Begin to show an awareness of key people in their life.
<b>Autumn</b>	Find their interests, engage in new experiences, and learn about new resources. Using language to question and label. Develop knowledge about their personal world.
<b>Spring</b>	Show an interest in life cycles, and the natural objects on offer. Show a curiosity in what is happening in the outdoors environment. Have an interest in cultural events and celebrations outside of their own experience.
<b>Summer</b>	Independently use technology to enhance learning experiences. Know how to care for living things. Be able to talk about or share cultural experiences they have participated in. Share information about a familiar life cycle.
<b>End goals</b>	To have an understanding of the changes that they experience and observe

	<b>EAD</b>
<b>Autumn</b>	Understand that different media can be combined. Learn new songs and actions.
<b>Spring</b>	Explore messy and malleable materials. Explore sounds made by musical instruments. Sings to themselves. Moves body in response to music. Dresses up. Participates in family role play activities.
<b>Summer</b>	Begin to express their own ideas when constructing. Use imagination in role play. Make marks with intent.
<b>Autumn</b>	Express self and ideas in different ways. Learn to use new resources such as spatula, sellotape, paintbrushes. Explore musical instruments
<b>Spring</b>	Join in with dance, music and singing activities. Request favourite songs. Share the intention behind own creations and imaginative play.
<b>Summer</b>	Be able to select and find the appropriate resources to create and design. Be confident in making up their own dances and songs, and express themselves through movements. Use props and resources to play in role.
<b>End goals</b>	To be confident to express themselves and their own ideas