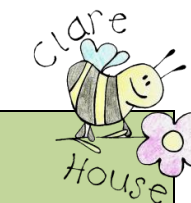


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ELG		Daisy	Bumbles	Little Bees	Big Bees
C&L	Listening, attention and Understanding	To discriminate a voice form other sounds in a familiar space.	To make comments on the sounds that they hear as part of their daily routine	To recognise new and different sounds.	To be able to engage in listening activities a alongside peers e.g. songs and stories
	Speaking	To use voice to gain attention.	To be able to put two words together.	To be able to have an in the moment conversation focussing on the Here and now	To be able to have a two way conversation with own ideas.
PSE	Self Regulation	To use an adult as a secure base Will come back in for cuddles and comfort.	To begin to use the words that describe a feeling such as: Happy and Sad	Exploring a range of words that connect to theirs and others emotional responses.	To have some understanding of their own emotional wellbeing and use words was associated to those feelings.
	Managing self	To understand that things belong to them and others.	To be able to find their own coat and shoes on request. To start to show a desire to put on their own coat and shoes.	To be able to put on own coat and shoes with limited support. Show an interest in helping to fasten.	To be able to hang their own coat up using its little hook. To be able to hang their bag on their peg. To be able to insert their foot into a shoe.
	Managing Self	To start to be able to predict familiar routines. Develop an understanding of now and next.	To be able to use own independence in supporting own self care needs. Showing a desire to partake in hand washing.	To be able to sit on the toilet with support. And wash own hands independently. To understand the concept of now and next.	To be using the toilet Successfully. To be able to stop what they are doing to go to the toilet. Wash own hands with no adult prompt.
	Building Relationships	To be able to engage in simple Mirrored Play (copy and turn take)	To engage in a paired activity with a peer	To share their interests with their peers and also to respond to other peoples interests.	To be able to negotiate in familiar play scenarios. EG Taking turns to ride a bike.
PHY	Gross Motor	To explore their environment both indoors and outdoors on their feet with growing confidence.	To climb and explore our climbing frame with limited support. To use feet to scoot on a bike.	To start to climb and explore own body movements. To have an awareness of self and space. Create own challenges. To use a scooter.	To show a desire to use peddles. To plan and create their own large obstacle course. To Explore a range of movements within their play.
	Fine Motor	To be able to feed myself with a spoon. And explore malleable resources with my hands and fingers and even toes.	To be able to explore a wide range of materials with a purposeful and different actions. Such as Pat, poke, roll and twist	To have an understanding of familiar tools and their uses. (Paint brush, Knife, Scissors) To understand how to use tools safely	To use a mark making tool to create accurate marks. Such as a line, circle, face or letter.

LIT	Comprehension	Show an interest in few familiar songs and books. Doing few simple actions. Joining in with Vocal sounds.	To have a selection of favourite songs and stories. To access the songs bags independently bringing them to an adult to share.	Ask for favourite songs and stories to be shared within the group.	Retell a story. Sing a range of songs. Sequencing a story knowing printed words have a meaning. To share a story as part of a larger group.
	Word reading	To hold and explore a book.	To look at pictures in a book which interest them.	To hold a book the right way up and to turn pages.	To point to words and identify that text Has a meaning.
	Writing	To understand that I can make marks using a variety of materials.	To put meanings to my marks.	To create shapes.	To be able to draw a self portrait.
Maths	Number	To play games which link number words with actions such as ordering and stacking.	To use number language associated with their movements.	To use number language within their play.	To understand that numbers have a meaning. To count items with the assistance of pointing.
	Numbers patterns	To be able to complete a simple peg board. To be able to build a simple 3 brick structure.	To make verbal comparisons Such as this is : More, Big ,Little, heavy and colour/shape.	Match and sort familiar items accordingly to Size, shape and colour	Recognise and use familiar objects to create patterns in play.
UW	Past and present	To be able to understand that when people and objects exist when out of sight	To be able to communicate about simple recent past experiences.	To use role play to re-tell a recent past experience.	Use photographs/objects prompts to talk about their nursery experience (Use all about me book)
	People, culture and communities	Recognising self in a mirror	Recognising self in a photo	Recognising others in a photograph	Being able to comment on differences Of people.
	The natural world	Exploring natural materials through the using their senses.	Explore the natural world through song and dance	Brining natural world observations into their play Such as wanting to build a house for a cow or find a leaf to feed the snake.	To observe and describe the natural world and seasonal changes.
EAD	Creating and materials	Using whole body to explore their senses.	To explore and mix colour using their whole body.	Use tools and a variety of materials to create with a purpose.	To be able to talk about their creation and share this with a peer.
	Being imaginative and expressive	Recognising familiar songs and rhymes	Linking props to songs and rhymes	Partake in simple role play.	Act out and create own role play scenario.

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