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|  | Autumn Term | | Spring Term | | Summer Term | | Links to Year 1 |
| **Communication and Language** | Skills:  Use longer sentences of four to six words.  Sing a large repertoire of songs. (10-15)  Know many rhymes, be able to talk about familiar books,  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Skills:  Develop social phrases.  Listen to & talk about stories  Learn & use new vocabulary Understand& how to listen carefully, & why listening is important.  Learn rhymes, poems & songs.  Engage in story times. | Skills:  Enjoy listening to longer stories and remember much of what happens.  Use a wider range of vocabulary.  Pay attention to more than one thing at a time, which can be difficult.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Start a conversation with an adult or a friend and continue it for many turns | Skills:  Describe events in some detail.  Ask questions to find out more & to seek clarification  Listen carefully to rhymes & songs, paying attention to how they sound. Use new vocabulary in different contexts.  Articulate their ideas & thoughts in well–formed sentences.  Retell a story they have developed a deep familiarity with - some as exact repetition & some in their own words. | Skills  Develop their communication - may still be problems with irregular tenses & plurals, ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Understand why questions.eg.: “Why did the caterpillar get so fat?”  To tell longer story.  Develop their pronunciation may still be problems saying; r, j, th, ch, and sh multi-syllabic words ‘pterodactyl 'or ‘hippopotamus’  To express a point of view & debate when they disagree with an adult or a friend, using words as well as actions | Skills:  Engage with non-fiction books  Connect one idea or action to another using connectives.  Use talk to help work out problems & organise thinking & activities, & to explain how things work & why they might happen.  Listen to & talk about non-fiction to develop a deep familiarity with new knowledge & vocabulary. | Listen & respond appropriately to adults & peers  Ask relevant questions Maintain attention.  Use relevant strategies to build their vocab.  Articulate & justify answers/ arguments /opinions.  Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising and exploring ideas. |
| Knowledge:  Know and sing simple songs and rhymes  Talk about their actions and intentions | Knowledge:  Recite nursery rhymes / poems / songs. Know a selection of stories & join in with parts  Social phrases: good morning. Can I play? | Knowledge:  Use vocabulary from a story to talk about it  Serve and return of conversation | Knowledge:  Retell familiar stories  Suggest words that rhyme  Ask & answer questions in sentences  Retell journeys & plan routes. | . Knowledge:  Simple understanding that things have already happened or will happen (past, present, and future) | Knowledge:  Explain how models in construction area are made.  Talk about paintings / pictures.  Use talk to describe changes & observations |
| Vocab: Song, nursery rhyme, book, story | Vocab: Listening, sitting, looking, story, poem Begin/ middle/ end. Topic related vocab | Vocab: Get, wait, pass, put | Vocab: Rhyme. Story, what, how, where, when, why, who. Topic related vocab | Vocab: why when what | Vocab: and/ because/ first / next / then Topic related vocab |
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| **Personal Social & Emotional Development** | Skills: Increasingly follow rules, understanding why they are important. Talk about their feelings using words: happy/ sad/angry/worried.Remember rules without needing an adult to remind them  Blue Chameleon/The Smeds and The Moos | Skills:  Manage their own needs including personal hygiene, handwash, coat, drink, eating & blow nose.  See themselves as a valuable individual  Begin to manage impulses & follow rules & routines | Skills:  Become more outgoing with unfamiliar people, in safe context of setting.  Select and use activities & resources, with help when needed. This helps them to achieve a goal they’ve chosen, or one suggested to them.  Show more confidence in new social situations.  Understand gradually how others might be feeling.  Be increasingly independent meeting their own care needs: brushing teeth  Make healthy choices about food, drink, activity, toothbrushing | Skills: Express own feelings & consider feelings of others  Identify & moderate own feelings socially & emotionally.  Build constructive & respectful relationships. Manage their own needs – changing  Identify their own and others strengths  Celebrate difference  Showing gratitude | Skills:  Play with one or more children, extending & elaborating play  Be increasingly independent in meeting their own care needs: using the toilet, washing, and drying hands independently.  Develop their sense of responsibility and membership of a community.  Find solutions to conflicts & rivalries. I.e, accepting not everyone can be Spiderman, offering other ideas.  learn appropriate ways to be assertive Begin to talk with others to solve conflicts | Skills:  Think about the perspectives of others.  Show resilience & perseverance in the face of challenge.  Manage their own needs - sun cream  Resilience  Understanding and setting goals | Identify good and not so good feelings  Develop a vocabulary to describe feelings to others.  Recognise and celebrate strengths.  Make Healthy choices  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Knowledge:  Simple classroom rules and routines | Knowledge:  Belonging to families, class & school Similarities & differences in families  Self-regulation  School rules / routine / values | Knowledge:  Understanding of different emotions How to use classroom resources  Importance of cleaning teeth Change own shoes | Knowledge:  Emotion labelling  What Is gratitude  Why is listening important  It is OK to be different | Knowledge:  Hand washing sequence  Put on and take off coat | Knowledge:  Problem solving, goal setting  Understanding and managing emotion  Other people's opinions count  Healthy relationships |
| Vocab: happy, sad, angry, scared, feelings, | Vocab: Similar, belong, emotion words, wash, rules, individual, same, different | Vocab: role play/construction/messy/ small world etc teeth, toothbrush, toothpaste | Vocab: Emotion words, different, thank you, friendship, hello | Vocab: Share, take turns/my turn, your turn, friends, fair | Vocab: Problem, solve, try again, resilience persevere, kindness |
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| **Physical Development** | Skills:  Choose the right resources to carry out their own plan. Be increasingly independent in meeting their own care needs  Use large-muscle movements to wave flags and streamers, paint and make marks.  Increasingly use & remember sequences & patterns of movements which are related to music & rhythm.  Make healthy choices about food, drink | Skills: Revise & refine the fundamental movement skills they have already acquired: rolling / crawling / walking / jumping / running / hopping / skipping / climbing.  Further develop skills needed to manage the school day successfully: lining up & queueing / mealtimes / personal hygiene.  Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor  Begin to form letters correctly  Team Activities / Warm up Games  Healthy Lifestyle  Dance / Movement  Fundamental Ball Skills | Skills:  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg, and hold a pose for a game like musical statues.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one handed tools and equipment, for example, making snips with scissors.  Show preference for a dominant hand  Start taking part in some group activities which they make up for themselves, or in teams. | Skills: Develop small motor skills to use a range of tools well, safely & confidently: paintbrushes, scissors, cutlery etc  Continue to form letters correctly  Progress towards a more fluent style of moving, with developing control  Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.  Develop overall strength, balance, coordination & agility.  Further develop & refine a range of ball skills including throwing, catching, kicking, passing, batting & aiming - ball activities  Dance | Skills:  Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Use a comfortable grip with good control when holding pens and pencils | Skills: Combine movements with ease & fluency.  Develop foundations of fast, accurate & efficient handwriting.  Develop body strength, coordination, balance & agility needed to engage with future PE  Sports Day races / games | Master basic movements Participate in team games.  Ball skills – throwing, catching, aiming.   Sit correctly at a table, holding a pencil comfortably and correctly.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place. |
| Knowledge:  Name healthy and unhealthy foods and drink | Knowledge:  Jump off an object & land appropriately.  Feed myself independently & competently Develop hand & arm strength →fine motor control  Know how to queue in the line  Know how to use toilet independently & wash hands correctly.  To form recognisable letters | Knowledge:  How to jump, skip, hop | Knowledge:  Order in which to dress & undress for PE. How to put on a coat & zip it independently. To use appropriate equipment in PE sessions such as bats competently.  Use knife & fork unprompted.  Use scissors, pens, paintbrushes etc. safely & with control.  To form recognisable letters independently | Knowledge:  Importance of exercise and rest | Knowledge:  Have control over letter size when writing & keep them close to a line.  Throw & catch a ball effectively  To show different point balances  Know & talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of ‘screen time/sleeping |
| Vocab: Healthy, unhealthy/ sometimes and anytime foods | Vocab: Space jump / land bend healthy, pencil, grip, strong, strength | Vocab: Teamwork, pass, carry, skip, hop, jump, | Vocab: Dress / undress bat / racket / stick zip button, pencil, grip, strong, strength | Vocab: exercise, rest, balance, crawl, dressed, undressed | Vocab: Balance (point balance) throw / catch pencil, grip, strong, strength |