



Acorns Seedlings (2 YO)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question	Who is special to me?	Who is a superhero to me?	What do I notice around me?	What is my favourite fairytale?	What do I see and hear around me?	Where does my family go to get the things we need?
Stunning Start activity	A special time with my key person: 1-1 treasure hunt.	Superhero day (dress up as a superhero).	Listening walks inside and outside (using the main school as well as nursery).	Reading story of Goldilocks. Making porridge and tasting it.	Animal sounds bingo including recreating the sounds.	Visit Top Shop (in small groups) with a shopping list including items they won't be able to buy there.
Fabulous Finish activity	Bringing my special person to the tea party. Talking about who is special to me.	Superhero day- (dress up as heroes from our community).	Natural sounds performance to Saplings & Willow.	Sing and actions for 'When Goldilocks went to the house of the bears' using story map.	Listening walk outside and then create a sound map based on what we heard on our walk.	Home task- find a range of things at the supermarket.
Key Texts	-We are Family -Guess How Much I Love You -Let's Wash our Hands	-The Enormous Turnip -Busy People (x3) - Dear Zoo	-Music is in Everything - Very Hungry Caterpillar -Wild Symphony	-The Ugly Duckling -Polar Bear, Polar Bear	-Billy Goat's Gruff - Wow said the Owl -Rosie's Walk	-Sounds all Around -Busy Town
Communication & Language <i>Taken from Birth to Five Ranges 3</i>	<ul style="list-style-type: none"> Understands different situations - able to follow routine events and activities using nonverbal cues 	<ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group 	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations 	<ul style="list-style-type: none"> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations 	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes 	<ul style="list-style-type: none"> Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>)



<p>& 4 (A Unique Child)</p>	<ul style="list-style-type: none"> Beginning to talk about people and things that are not present 	<ul style="list-style-type: none"> Uses different types of everyday words (nouns, verbs and adjectives, 		<ul style="list-style-type: none"> Uses longer sentences 		
<p>Physical Development Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</p>	<ul style="list-style-type: none"> Hands start to operate independently during a task that uses both, with each hand doing something different at the same time 	<ul style="list-style-type: none"> When holding crayons, chinks etc, makes connections between their movement and the marks they make 	<ul style="list-style-type: none"> Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing Shows interest, dances and sings to music rhymes and songs, imitating movements of others 	<ul style="list-style-type: none"> Begins to understand and choose different ways of moving 	<ul style="list-style-type: none"> Jumps up into the air with both feet leaving the floor and can jump forward a small distance Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots 	<ul style="list-style-type: none"> Holds mark-making tools with thumb and all fingers Develops some independence in self-care and shows an awareness of routines such as handwashing
<p>Personal, Social & Emotional Development Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</p>	<ul style="list-style-type: none"> Enjoys playing alone and alongside others and is also interested in being together and playing with other children Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words 	<ul style="list-style-type: none"> Asserts their own ideas and preferences and takes notice of other people's responses Shows their growing sense of self through asserting their likes and dislikes, choices, and ideas. 	<ul style="list-style-type: none"> Will often watch, follow and imitate each other in their play and will experiment with influencing others Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement 	<ul style="list-style-type: none"> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs. 	<ul style="list-style-type: none"> Experiments with what their bodies can do through setting themselves physical challenges Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset 	<ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities



<p>Literacy <i>Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</i></p>	<ul style="list-style-type: none"> Begins to understand the cause and effect of their actions in mark making 	<ul style="list-style-type: none"> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<ul style="list-style-type: none"> Begins to join in with actions and sounds in familiar song and book sharing experience 	<ul style="list-style-type: none"> Is interested in and anticipates books and rhymes and may have favourites 	<ul style="list-style-type: none"> Knows that the marks they make are of value 	<ul style="list-style-type: none"> Enjoys the sensory experience of making marks
<p>Maths <i>Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</i></p>	<p>Comparison</p> <p>Counting</p> <p>Cardinality</p>		<p>Spatial awareness</p> <p>Shape</p>	<p>Pattern</p> <p>Measures</p>	<p>Comparison</p> <p>Counting</p> <p>Cardinality</p>	
<p>Understanding the World <i>Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</i></p>	<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them 	<ul style="list-style-type: none"> Matches parts of objects that fit together, e.g. puts lid on teapot 	<ul style="list-style-type: none"> Plays with water to investigate "low technology" such as washing and cleaning 	<ul style="list-style-type: none"> Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life 	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, building on first-hand experiences
<p>Expressive Arts & Design <i>Taken from Birth to Five Ranges 3 & 4 (A Unique Child)</i></p>	<ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression 	<ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects 	<ul style="list-style-type: none"> Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments 	<ul style="list-style-type: none"> Expresses self through physical actions and sound 	<ul style="list-style-type: none"> Pretends that one object represents another, especially when objects have characteristics in common 	<ul style="list-style-type: none"> Creates sound effects and movements, e.g. creates the sound of a car, animals