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| **THEME: OURSELVES** | | | |
| **AUTUMN 1** | | | |
|  | **Myself** | **My Family** | **My Body** |
|  | Observation Check   * By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? * Towards their second birthday, can the child use up to 50 words? * Is the child beginning to put two or three words together: “more milk”? * Is the child frequently asking questions, such as the names of people and objects? | | |
| **CL** | 1. Understand simple instructions like “give to nanny” or “stop”. 2. Recognise and point to objects if asked about them. | 1. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 2. Listen to other people’s talk with interest, but can easily be distracted by other things. | 1. Make themselves understood, and can become frustrated when they can’t. 2. Start to say how they are feeling, using words as well as actions. |
|  | Observation Check  Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? | | |
| **PSED** | 1. Find ways to calm themselves, through being calmed and comforted by their key person. 2. Express preferences and decisions. They also try new things and start establishing their autonomy. 3. Find ways of managing transitions, for example from their parent to their key person. | 1. Establish their sense of self. 2. Engage with others through gestures, gaze and talk. 3. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. | 1. Thrive as they develop self-assurance. 2. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. |
|  | Observation Check  Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? | | |
| **PD** | 1. Walk, run, jump and climb – and start to use the stairs independently. 2. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. | 1. Enjoy moving when outdoors and inside. 2. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 3. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. | 1. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. 2. Clap and stamp to music. 3. Enjoy starting to kick, throw and catch balls |
| **L** | 1. Enjoy songs and rhymes, tuning in and paying attention. 2. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.   . | 1. Say some of the words in songs and rhymes. 2. Copy finger movements and other gestures | 1. Enjoy sharing books with an adult. 2. Pay attention and respond to the pictures or the words. |
| **M** | 1. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. | 1. React to changes of amount in a group of up to three items. | 1. Take part in finger rhymes with numbers. 2. Complete inset puzzles. |
| **UW** | 1. Repeat actions that have an effect. | 1. Make connections between the features of their family and other families. | 1. Notice differences between people. |
| **EAD** | 1. Show attention to sounds and music. 2. Join in with songs and rhymes, making some sounds. 3. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | 1. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. 2. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. | 1. Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. 2. Move and dance to music. 3. Explore their voices and enjoy making sounds. |
| **THEME: OUR World** | | | |
| **AUTUMN 2** | | | |
|  | **Jungle** | **Sea Life** | **Farm** |
|  | Observation Check   * Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). * Is the child linking up to 5 words together? * Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. * Can the child follow instructions with three key words like: “Can you **wash dolly’s face**?” | | |
| **CL** | 1. Start to develop conversation, often jumping from topic to topic.   Revisit   * Understand simple instructions like “give to nanny” or “stop”. * Recognise and point to objects if asked about them. | 1. Reach or point to something they want while making sounds. 2. Copy your gestures and words.   Revisit   * Generally focus on an activity of their own choice and find it difficult to be directed by an adult. * Listen to other people’s talk with interest, but can easily be distracted by other things. | 1. Enjoy singing, music and toys that make sounds. 2. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. 3. Listen to simple stories and understand what is happening, with the help of the pictures.   Revisit   * Make themselves understood, and can become frustrated when they can’t. * Start to say how they are feeling, using words as well as actions |
| **PSED** | 1. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.   Revisit   * Find ways to calm themselves, through being calmed and comforted by their key person. * Express preferences and decisions. They also try new things and start establishing their autonomy. * Find ways of managing transitions, for example from their parent to their key person. | 1. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.   Revisit   * Establish their sense of self. * Engage with others through gestures, gaze and talk. * Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. | 1. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.   Revisit   * Thrive as they develop self-assurance. * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. |
| **PD** | 1. Eat finger food and develop likes and dislikes.   Revisit   * Walk, run, jump and climb – and start to use the stairs independently. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. | 1. Explore different materials and tools.   Revisit   * Enjoy moving when outdoors and inside. * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. | 1. Build independently with a range of appropriate resources.   Revisit   * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. * Enjoy starting to kick, throw and catch balls |
| **L** | 1. Enjoy drawing freely.   Revisit   * Enjoy songs and rhymes, tuning in and paying attention. * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.   . | 1. Sing songs and say rhymes independently, for example, singing whilst playing. 2. Enjoy drawing freely.   Revisit   * Say some of the words in songs and rhymes. * Copy finger movements and other gestures | 1. Sing songs and say rhymes independently, for example, singing whilst playing. 2. Enjoy drawing freely.   Revisit   * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. |
| **M** | 1. Take part in finger rhymes with numbers.   Revisit   * Combine objects like stacking blocks and cups. Put objects inside others and take them out again. | 1. Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  * React to changes of amount in a group of up to three items. | 1. Notice patterns and arrange things in patterns.  * Take part in finger rhymes with numbers. * Complete inset puzzles. |
| **UW** | Explore materials with different properties.  Revisit   * Repeat actions that have an effect. | Explore natural materials, indoors and outside. | Make connections between the features of their family and other families.  Revisit   * Notice differences between people. |
| **EAD** | 1. Explore a range of sound-makers and instruments and play them in different ways.   Revisit   * Show attention to sounds and music. * Join in with songs and rhymes, making some sounds. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | 1. Respond emotionally and physically to music when it changes.   Revisit   * Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. * Notice patterns with strong contrasts and be attracted by patterns resembling the human face. | 1. Make rhythmical and repetitive sounds.   Revisit   * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Move and dance to music. * Explore their voices and enjoy making sounds. |