	2-year-olds Termly End-point			3- and 4-year	-olds Termly End	-point	Reception Ter	mly End-point		KS1 links
	Autumn Spring Summer Settle in at Newtown and become confident with adults Newtown and become that interest them and use three words.		Autumn Spring Summer Listen to a story in a show and tell. wonder, 'I wonder why'		wonder, 'I wonder	Autumn Spring Summer Explore new ways of questions to in their constructing, find out creating and playing information. Spring Summer Make links in their learning with what they have already learnt.		in their learning with what they have already		
Become a curious learner	 Become confident with the setting, knowing where things are kept Play alongside others Show an interest by focusing on an activity Bring in things from home to share their likes 			 Persev Talk al Play comore of elaboro Show play done Resported Negoti Watch 	eflections on the ere bout their learnin bllaboratively wit ther children, ex ating play ideas. bleasure in what ald positively to a aging them ate with friends wand learn from a sustained focus	g h one or tending and they have dults with support	what we to find Take rise mistake Response challen Create Share ke that the Show se tasks to Manage negotion Talk ab	ue to wonder, 'vould happen if answers sks and learn files dipositively to ging them challenges for anowledge and ey know ustained focus, o complete there take turns e conflicts with ating with minimout what they wout learning w	and seek rom their adults themselves information return to friends by mal support want to learn	PSHE Science -Working Scientifically • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
Vocabulary	when, where,		share, explain,		ink, imaginative, ate, big, small, t					

	2-year-olds Termly	End-point		3- and 4-yea	r-olds Termly End	l-point	Reception Ter	mly End-poin	<u> </u>	KS1 l	inks		
	Autumn Spring Summer Follow their own Get their Communication				Spring	Summer	Autumn	Spring	Summer	PSHE			
	Follow their own interests and choose play	Get their own coat and bag	Communicate feelings to others and adults	Serve their Put on their feelings and snack independently (zones of regulation)			Line up and move safely around the school.	move safely strategies to around the get to green			 about foods that support good health and the risks of eating too much sugar about how physical activity helps us to stay healthy; and ways to be physically active everyday 		
Take care of themself	1	n drink in coat the toilet fork and spooi te feelings to d		 Put on Dress Brush Talk a Use kn Begin Start of a fr Increase understimport Collabularge i 	singly follow rule standing why the cant. orate with others tems, such as mo safely, carrying lo	ently nands ts their play ps th an adult s, y are to manage ving a long	 Independent of the second of the se	pes on correct ndently dress, the right way y feelings for t hers tand healthy mportance of mportance of tand personal out their inte others to play riendships	turning chemselves eating oral health exercise space rests	 ab an re sir ho ho ho to fee or th to ev ab (ir ap no lig ab an fri ab th 	cout why sleep is important and different ways to rest and lax imple hygiene routines that can op germs from spreading ow feelings can affect people's odies and how they behave ow to recognise what others ight be feeling recognise that not everyone els the same at the same time, feels the same about the same ings oout rules and age restrictions at keep us safe recognise risk in simple reryday situations and what ition to take to minimise harm oout how to keep safe at home including around electrical opliances) and fire safety (e.g. of playing with matches and others oout how people make friends and what makes a good endship oout how to recognise when ey or someone else feels lonely and what to do		
Vocabulary	blow nose, t	issue, virus, c rcise, persona	old, flu, infectior	ı, coat, zip, po	orly, sickness, we	ell, unwell, dod	, teeth, self care, healthy, food, diet, wipe, octors, hospital, feelings, emotions, express, ull, shoes, socks, careful, pour, collect, put				mple strategies to resolve guments between friends esitively low to ask for help if a endship is making them feel happy		

	2-year-olds Termly End-point				3- and 4-ye	ear-olds Termly	End-point	Reception	Termly End-po	int	KS1 links	
		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer		
		Exploring the inside and outside environment	Know the location of things in the classroom	Talk about what they see	Take part in a treasure hunt	Recognise land and sea on the map	Take and use photos to create maps	Move Beebots on grid maps	Create story maps with photos and drawings	Start to use grid references	 Geography use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the 	
	Oraw a nap	 Talk about the classroom Tidy up Fine mo 		see aces	and out Tidy up Follow books Follow linked t Take po Create Fine mo Mark m Recogn	story maps link sensory maps a o key books irt in treasure h treasure maps otor activities	ed to key nd stories unts ers and letters	 Unders maps Move E Start t Create drawin Draw i Start t human Create maps Add de Create Follow Know Recogn 	nformation fro o recognise phy of features own fictional of etail to maps symbols and k	maps ences th photos and m a map psical and and realistic eys and difference	countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Computing understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the	
V	ocabulary'	ocean, sea,		d, climate, cou				ation, direction, continent, country, water, le Map, Google Earth, Earth, up, down, side			behaviour of simple programs	

2-year-olds Termly End-point Autumn Spring Summer			point	3- and 4-ye	ar-olds Termly	End-point	Reception	Termly End-po	int	KS1 links	
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer		
	Name familiar foods	Taste food and talk about likes and dislikes	Develop skills of pouring, mixing and kneading	Measure using cups	Make playdough	Understand first, next, then	Develop skills of measuring, kneading, mixing, rolling, stretching.	Make different types of dough and share opinion.	Create recipes.	 Design and Technology design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and 	
Follow a recipe to make a pizzo	 Exploplay Prete Grow Learn Devel and k 	to visual time to re textures using and play in the resplants about care of pour aneading Follow actions	ng sensory nud kitchen plants ring, mixing	 Recogni Follow Create Use a b bread Grow p Underst Develop mixing, Taste for a large for	ants and care joint where food comparing od out likes and dingles and dingles and moices, allow ment with recipe	ards ards observe baking for them d comes from uring pouring, islikes ad kitchen istakes and es and learn mber reached l set of objects ere are in	 Phonic Use fir Sequer Create Preten Start t Explor Use monotone f Grow i Buy in Use monotone Visit p Reflect mistak Develo 	e flavours linke aps to find whe from ingredients gredients from oney to buy ing izza express ton choices and	citchen types of scales d to seasons re ingredients the shop predients d learn from	communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products evaluate their ideas and products against design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Science – Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Science – Materials distinguish between an object and the material from which it is made describe the simple physical properties of a variety of everyday materials find out how the shapes of solid objects	
Vocabulary	salty,	sweet, temper	ature, toppings	, cook, bake, me	elt, spicy, chees	se, more, less, co	g, dough, taste, Italy, scales, measure, ompare, raw, cooked, base, crust, knead, dislike, revolting, tomato, scrummy			made from some materials can be changed by squashing, bending, twisting and stretching.	

	2-year-ol	ds Termly End-	point	3- and 4-ye	ear-olds Termly	End-point	Reception	Termly End-po	int	KS1 links
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	English — Spoken Language
	Turn pages of a book	Join in with nursery rhymes	Learn two traditional tales	Create music to retell to retell stories		Know five traditional tales	Perform puppet shows	puppet stories using		 listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary
Tell a story	 Join in know Name Role p Create play Ask quakes own in Enjoy 	story nouns in a sto play stories with e storylines in s uestions about s comments and deas.	rhymes ag phrases of a bry h adults small world the book. d shares their with an adult.	rhymes Retell a Speak i Join in Create Create small w Use ver actions Invent t	known story n simple senten with sensory st music to retell s more complex s rorld play bs to explain ch	ces ories stories storylines in naracter	 Use ad Make sinstrum Undersand en Begin Continstoryli imagin Make p Create Develothis to Take p Tell a shalf te Use im 	stand the begin nd of stories to improvise nue to develop of nes for small w native play props and costu books op phonics know write sentence part in show and story of what the	using musical ning middle omplex orld and imes vledge and use s d tell ney did over	 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) English – Written Composition write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. History changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality. Music use their voices expressively and creatively by singing songs and speaking chants and rhymes
Vocabulary	good/ conne	bad, villain, he ctives, book, p	ero, wicked, evi ictures, illustra	listen, the end, i l, problem, solu tor, read, retell, etition, boring,	tion, setting, st improvise, act	ory line, where out, plot, twist	, what, who, w t, make, title, a	hen , happy en	ding, time	 play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.

	2-year-olds Termly End-point Autumn Spring Summer				ear-olds Termly	End-point	Reception	Termly End-poi	nt	KS1 links
	Autumn Spring Summer Explore Combine Make sock texture of materials puppets by different using glue sticking materials and tape		Autumn Spring Summer Develop fine Cut different Sew using a plastic needle threading (paper/card) on card buttons, using beads, pasta scissors			Autumn Thread a needle	Spring Cut different fabric	Summer Combine fabric with a blanket stitch	 Design and Technology design purposeful, functional, appealing products for themselves 	
Sew a hand puppet	 Explore materia Combin tape Tear dij Use pup Develop Cut diff 	ng shoelaces texture of diffe ils e materials usi ferent material opets to create of fine motor ski erent materials g scissors	ng glue and ls actions lls	 Develop Use training Use pup Junk me Say how Begin to (plastic) Use Bin running Make sh Make st 	v they have ma o thread a large) ca fabric to beg	erogressing to ard, foil, aginative play de something e needle in sewing a	 Create Thread Combination Describe Explore Start was different Cut different Explain first, not be them for them for them for them for them for the them f	ing — more com a simple knot a needle (chur ne fabric with a ne fabric with a ne fabric with a ne patterns e stitches with Binca and p nt fabric ferent fabric a how they mad ext, then to design puppe ollowing the de on their creation k about what the stheir likes and wely share their ne else's work	iky metal) running blanket stitch progress to le it using ts and create sign ons and begin ney could do dislikes	 against design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Art to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and
Vocabulary	vocabulary		, machine, cott	on, wool, scisso	, colours, pull, push, fabric, make, create, puppet, pins, stick, blanket stitch, emotion on, wool, scissors, thimble, over, under, fingers, cut, hold, careful, sharp, prick, same, , share.					making links to their own work.

	2-year-olds Termly End-point Autumn Spring Summer				ar-olds Termly	End-point	Reception	Termly End-po	int	KS1 Links
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
	Move to music	Join in actions of a song	Share what they like about parties	Decorate the home corner for celebrations	Explain how they celebrate different occasions	Write 2 or more letters of their name	Write their name	Create party decorations	Write an invitation	History • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Plan a celebration	 Use phone celebrate Dress up Join in the food Join in the food Share we Fine mone celebrate 	te birthdays stos from home sions o for pretend p actions of a sor chen — make co on party days what they like a stor activities se the first lette	lay ng akes and party bout parties	 Phase 1 Make ar Mark month with continuous Write in explain occasion Underst celebrate Verbally Role pla Decorate celebrate Mud kith food Learn so Join in officer officers Play instruction Underst tomorro Sing sor 	and other people differently invite others to be considered to be considered and nurse dancing — boog truments with to express their and yesterday,	ory characters brate different ble may to join play ner for tke and party ry rhymes ie time increasing r feelings and today, ir own songs	 Sentend Write of Ask que Intervie celebra Unders someth Unders happen Learn of (e.g How Christin Make of Create Decorate Learn of Learn of Learn of Learn of 	estions ew adults on ho ite tand 'the futur ling that will ho tand the past o about celebration ow their parent hoices and dec party decoration te the home co nt celebrations different types songs by heart	ow they e' as appen as already ons in the past s celebrated isions ons rner for	 significant historical events, people and places in their own locality. Music use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music. English - Written Composition write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils
Vocabulary	new yed wrap, fl candles	ar, easter, Eid, owers, party cl	Christmas, birt lothes, party go give, receive, th	e, party hat, da hdays, Harvest, ames, traditions nank you, Diwal	friends, invite, , yesterday, too	read aloud their writing clearly enough to be heard by their peers and the teacher.				

2-year-olds Termly End-point Autumn Spring Summer				oint	3- and 4-ye	ar-olds Termly	End-point	Reception	Termly End-po	int	KS1 Links	
		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer		
		Name body parts and facial features	Explore colour mixing and name five colours	Mark make and put meaning to their work	Choose materials and media to create their work	Self-serve own paint carefully	Take photos of themselves and others	Explore colour mixing to make secondary colours.	Use mirrors to draw themselves, looking for detail.	Deconstruct and reconstruct art work.	 Art and Design to use a range of materials creatively to design and make products to use drawing, painting and 	
	Create a self portrait	 Pull facemotion Name be and oth Know the context of th	ody parts and photos and find the sers their own name photos of other painting and decolour mixing, colours take and put moork ariety of tools	facial features and themselves and respond er people different begin to	 Name c Explore colours Use a vieways Choose create t Look at what th Use train child so Draw at the child so Use mir Discuss people Understant different Share the friends Return 	colour mixing ariety of tools in materials and heir work illustrations are y see ning scissors, paint differed motions and head took of themse fors to draw the similarities and and that peoplet skin colours	to make new in interesting media to media to nd talk about progressing to ent emotions ow they are ation) elves and others nemselves d differences of le have their own and o improve,	 Explore a range of artists Comment on what they like and dislike Use stem sentences to discuss artwork (details, colours) Look for details in paintings Use a range of media Use scissors proficiently Use mirrors to draw themselves, looking for detail Begin to show understanding of face proportion Explore colour mixing to make secondary colours Mix their own skin colour Use a range of media and tools Select appropriate tools and explain why they chose them Collect their own materials to create artwork Use and name a range of natural and manmade materials Discuss emotions and the emotions different colour provoke Take photos of themselves and others Begin to manipulate photos using editing apps Deconstruct and reconstruct art work Make choices and decisions to take risks 			sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Science — Materials • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials • compare the simple physical properties. • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials	
	Vocabulary	create, pho colours, se	otos, look, emo	tion, big, small	, selfie, camera,	edit, zoom, me	e, people, friend	re, eye colour, skin tone, mixing, make, d, family, artists, details, media, primary , shade, craft, eyelashes, wrinkles, mole,			objects made from some materials can be changed by squashing, bending, twisting and stretching.	