

Foundation 1		
Autumn 1- Settling in/ All About Me	PSED	<ul style="list-style-type: none"> • Develop friendships with other children. • 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. • Be increasingly able to talk about and manage their emotions. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
	C&L	<ul style="list-style-type: none"> • Listens with interest to stories. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand simple questions about 'who', 'what' and 'where'
	UTW	<ul style="list-style-type: none"> • Has sense of their own family. • Make connections between the features of their family and other families. • Notice differences between people. • Use all their senses in hands on exploration of natural materials.
	PD	<ul style="list-style-type: none"> • Learn to use the toilet with help, and then independently.
Key Vocabulary	EAD	x
Autumn 2- Autumn Celebrations & The Magic of 3 (traditional tales)	PSED	<ul style="list-style-type: none"> • Develop friendships with other children. • 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. • Be increasingly able to talk about and manage their emotions. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
	C&L	<ul style="list-style-type: none"> • Listens with interest to stories. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand simple questions about 'who', 'what' and 'where'

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	PD	<ul style="list-style-type: none"> • Learn to use the toilet with help, and then independently.
Key Vocabulary	EAD	x
Spring 1 – Winter. All creatures great and small.	PSED	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling.
	C&L	<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Start a conversation with an adult or a friend and continue it for many turns. • Pay attention to more than one thing at a time, which can be difficult.
	UTW	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Continue developing positive attitudes about the differences between people.
	PD	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Start eating independently and learning how to use a knife and fork. • Show a preference for a dominant hand.
Key Vocabulary	EAD	<ul style="list-style-type: none"> • Listen with increased attention to sounds.
Spring 2-Spring. All Creatures Great and Small	PSED	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them

		<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.
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	UTW	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people.
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Key Vocabulary	EAD	<ul style="list-style-type: none"> • Listen with increased attention to sounds.
Summer 1- Where does my food come from?	PSED	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	C&L	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	UTW	<ul style="list-style-type: none"> • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	PD	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Start taking part in some group activities which they make up for themselves, or in teams. • 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.
Key Vocabulary	EAD	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Respond to what they have heard, expressing their thoughts and feelings.
Summer 2- Transport and Journeys	PSED	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	C&L	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	UTW	<ul style="list-style-type: none"> • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	PD	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing.

		<ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams. 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.
Key Vocabulary	EAD	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings.

Foundation 2		
Autumn 1- All about me/ Superheroes <ul style="list-style-type: none"> Myself and My Relationships 1 Beginning and Belonging (NB, GFG) 	PSED	<ul style="list-style-type: none"> Getting to know each other and building constructive relationships See myself as a valuable individual. Establishing the rules of our classroom.
	C&L	<ul style="list-style-type: none"> Can show some listening skills. Follow simple instructions. Begin to ask questions. Develops social phrases.
	UTW	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them.
	PD	<ul style="list-style-type: none"> Use core muscle strength to achieve good posture when sitting. Further develop the skills needed to manage the school day successfully. E.g. lining up, following routines.
Key Vocabulary	EAD	x

Autumn 2- People who help us. <ul style="list-style-type: none"> • Myself and My Relationships 2 • Citizenship 1 • Identities and Diversity 	PSED	<ul style="list-style-type: none"> • Be able to follow instructions with more than one step. • Managing my own needs. • Begin to form positive attachments to adults and friendships with peers.
	C&L	<ul style="list-style-type: none"> • Understands how to listen carefully.
	UTW	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Describe what they see, hear and feel whilst outside.
	PD	X
Key Vocabulary	EAD	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.
Spring 1- Traditional tales- Gingerbread Man and Jack and the Beanstalk. <ul style="list-style-type: none"> • Citizenship 2 • Me and My World 	PSED	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Beginning to be able to identify my feelings and consider the feelings of other.
	C&L	<ul style="list-style-type: none"> • Asks questions to find out more.
	UTW	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live.
	PD	x
Key Vocabulary	EAD	x
Spring 2- Dinosaurs <ul style="list-style-type: none"> • Healthy and Safer Lifestyles 1 • My Body and Growing Up 	PSED	<ul style="list-style-type: none"> • Identify and moderate my own feelings socially and emotionally. • To be willing to try new things.
	C&L	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking.
	UTW	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries •
	PD	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others;

Key Vocabulary	EAD	X
Summer 1- New life (animals and plants) <ul style="list-style-type: none"> • Healthy and Safer Lifestyles 2 • Healthy Lifestyles 3 	PSED	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge.
	C&L	<ul style="list-style-type: none"> • Articulate ideas in well-formed sentences.
	UTW	<ul style="list-style-type: none"> • Understand that some places are special to members of their community
	PD	X
Key Vocabulary	EAD	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills.
Summer 2- Ahoy There- on and under the sea. <ul style="list-style-type: none"> • Myself and My Relationships 3 • My Emotions (C, R, GTBM) 	PSED	<ul style="list-style-type: none"> • Think about the perspectives of others. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	C&L	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking. Use talk to explain how things work and why something right happen.
	UTW	x
	PD	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing.
Key Vocabulary	EAD	x