

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	*Find ways of managing transitions, for example from their parent to their key person. *Increasing desire to be independent. *To be aware of rules and boundaries. Beginning to learn about the golden rules: for example 'kind hands', 'fantastic walking'.	*Beginning to express preferences and decisions. They also try new things and start establishing their autonomy. *Begins to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. *Feel strong enough to express a range of emotions.	Begin to develop simple play with other children e.g. chase. *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. *Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	*Safely explore emotions beyond their normal range through play and stories *Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	*Are talking about their feelings "I'm sad.' *Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful. *Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.	*Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. *Feels strong enough to express a range of emotions. *Is able 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 (starting to show effortful control - and be aware of rules/boundaries)
C&L	*Enjoy singing, music and toys that make sounds. *Listen and respond to a simple instruction. *Recognise and point to objects if asked about them. *Understand simple instructions like "give to mummy" or "stop" * Copy your gestures and words. *Understand single words in context - 'cup', 'milk', 'daddy'. *Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. *Uses single words during play. Beginning to talk about people and things that are not present.	* Beginning to put 2/3 words together *Start to say how they are feeling, using words as well as actions (Begin to express themselves) *Enjoys laughing and being playful with others. *Listens to and enjoys rhythmic patterns in rhymes and stories *Beginning to ask simple questions	*Beginning to know many rhymes. *Generally, focus on an activity of their own choice. *Start to develop conversation, often jumping from topic to topic. *Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. *Confidently put 2/3 words together. *Frequently asking questions. *Listens with interest to the noises adults make when they read stories. *Identifies action words by following simple instructions e.g. show me jumping *Begin to understand more complex sentences, e.g. put your toys and sit on the carpet *Learns new words rapidly and uses them in communicating.	*Begin to talk about familiar book. *Single channelled attention, can shift to a different task if attention is fully obtained - using child's name to fully focus child. *Uses language to share feelings, experiences and thoughts. *Beginning to 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 talk about familiar books. *Listens to familiar stories with increasing attention and recall. *Develop understanding of simple concepts, fast / slow good/bad *Understands the use of objects. - what do we use to cut *Use a wider range of vocabulary based on their own experiences.	*Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). * Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.
PD	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Build independently with a range of appropriate resources. *Walk, run, jump and climb - and start to use the stairs independently *Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.) When holding crayons, chalks etc, *Makes connections between their movement and the marks they make.	*Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle. *Clap and stamp to music. *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *Explore different materials and tools.	*Begin to Develop manipulation and control (one handed tools). *Holds mark making tools with thumb and all fingers.	*Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Enjoy starting to kick, throw and catch balls. *Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts).	*Spin, roll and independently use ropes and swings (for example, tyre swings). *To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. *Beginning to recognise danger and seeks support of significant adults for help. *Kicks a stationary ball with either foot. *Throws a ball with increasing force. *Starts to catch a large by using two hands and their chest to trap it.	*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Beginning to 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. *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. *Use large muscle movements to wave flags and streamers, paint and make marks.

Long Term Curriculum Sequencing and Structure 2-3's

Milford Infant' school and Pre-School

Lit	* Copy finger movements and other gestures. *Enjoys songs and rhymes tuning in and paying attention. *Pay attention and responds to the pictures or the words. * Enjoy drawing freely. *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities)	*Enjoys sharing books with an adult. *Enjoys drawing freely. *Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes *Sing songs and say rhymes independently, for example, singing whilst playing. •Pay attention and responds to the pictures or the words.	*Have favourite books and seeks them out, to share with an adult. *Repeat words and phrases from familiar stories. *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough. *Say some of the words in songs and rhymes	*Add some marks to their drawings, which they give meaning to. For example: "That says mummy." *Develop play around favourite stories using props. *Ask questions about the book. Makes comments and shares their own ideas. *To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.	* Develop play around favourite stories using props. *Beginning to join in with conversations about stories and learn new vocabulary	*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) *Sing songs and say rhymes independently, for example, singing whilst playing. * Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. *Make marks on their picture to stand for their name (recognise important prints to me)
Math	*React to changes of amount in a group of up to three items. *Beginning to recite number names in sequence. *Take part in finger rhymes with numbers. * *Say some number names randomly *Combine objects like stacking blocks and cups. Put objects inside others and take them out again. *Build with a range of resources. *Complete inset puzzles. *Beginning to categorise objects according to properties such as shape or size		*React to changes of amount in a group of up to three items. *Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' *Recites some number names in sequence *Beginning to recite numbers. *Beginning to show finger numbers up to 3. *Beginning to recognise numerals of personal significance. *Beginning to categorise objects according to properties such as shape or size. *Beginning to use positional language. *Notices patterns - Match objects by categories e.g. colour/size. *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.		*Counts up to three or four objects by saying one number name for each item. *Recognise some numerals of personal significance. *Fast recognition of up to 3 objects, without having to count them individually ('subitising'). * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). * Experiment with their own symbols and marks as well as numerals. *Selects a small number of objects from a group when asked. *Compare amounts, saying 'lots', 'more' or 'same'. *Uses positional language. *Make comparisons between objects relating to size, length, weight and capacity *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. *Combine shapes to make new ones - an arch, a bigger triangle etc. *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. *Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	
UW	*Repeat actions that have an effect. (Exploring how things work) *Explore materials with different properties. *Beginning to explore natural materials, indoors and outside. - Make connections between their family and others. - Show interest in different occupations i.e. doctors, postman, refuse collectors. - Notice differences between people.	*Explore and respond to different natural phenomena in their setting and on trips. (standing in the rain with wellies and umbrellas, jumping in puddles, bugs)	*Talk about the differences between materials and changes they notice. (Snow, Ice melting) *Notice differences between people. (culture wheels, family days/ photos)	*Explore collections of materials with similar and/or different properties.	* Beginning to plant seeds and care for growing plants. * Explore how things work. (problem solving & science experiments) * Able to talk about what they see, using a wide vocabulary. *Plant seeds and care for growing plants. (showing respect for the natural world) *Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices).	*Explore and respond to different natural phenomena. Learn different animals names
EAD	*Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore their voices and enjoy making sounds.	*Show attention to sounds and music. (when you play different cultural/genre music etc.) *Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example) *Beginning to make marks intentionally.	*Begin to use their imagination as they consider what they can do with different materials. *Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) *Manipulate and play with different materials using various tools like scissors, cutters, hammers.	*Beginning to make simple models which express their ideas. *Makes marks intentionally. (in flour, sand, pens, crayons, paint etc) *Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore different materials, using all their senses to investigate them.	*Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. *Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them. *Explore colour and colour-mixing *Respond emotionally and physically to music when it changes. •Make rhythmical and repetitive sounds. •Explore a range of sound-makers and instruments and play them in different ways.	*Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.