



<b>Autumn 1</b> <b>0-11 months</b>	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p><b>Seasonal changes</b></p> <p><b>Starting Nursery</b></p> <p><b>Diwali</b></p> <p><b>Halloween</b></p> <p><b>Harvest Festival</b></p> <p><b>Cooking (Maths Development)</b></p> <p><b>Transitions</b></p> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• <b>Owls</b></li> <li>• <b>Allotment</b></li> </ul> <p><b>preparing the beds</b></p> <ul style="list-style-type: none"> <li>• <b>Chickens</b></li> </ul>	<p>•Enjoys the company of others and seeks contact with others from birth. •Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. •Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. •Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. •Responds to what carer is paying attention to, e.g. following their gaze. •Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</p>	<p>•Turns toward a familiar sound then locates range of sounds with accuracy. •Listens to, distinguishes and responds to intonations and sounds of voices. •Reacts in interaction with others by smiling, looking and moving. •Quietens or alerts to the sound of speech. •Looks intently at a person talking, but stops responding if speaker turns away. •Listens to familiar sounds, words, or finger plays. •Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>•Turns head in response to sounds and sights. •Gradually develops ability to hold up own head. •Makes movements with arms and legs which gradually become more controlled. •Rolls over from front to back, from back to front. •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. •Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. •Reaches out for, touches and begins to hold objects. •Explores objects with mouth, often picking up an</p>	<p>•Enjoys looking at books and other printed material with familiar people Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols</p>	<p>. •Notices changes in number of objects/images or sounds in group of u Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	<p>Development and language. The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and La •Moves eyes, then head, to follow moving objects. •Reacts with abrupt change when a face or object suddenly disappears from view. •Looks around a room with interest; visually scans environment for novel, interesting objects and events. •Smiles with pleasure at recognisable playthings.</p>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



			object and holding it to the mouth.	which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development). e.		•Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical	
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Autumn 2 0-11 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<b>Physical Movement</b> <b>Bonfire Night</b> <b>Remembrance Day</b> <b>Children in Need</b> <b>Christmas</b> <b>World Kindness Day</b> <b>Story telling with props inside and outside</b> <b>Traditional Nursery Rhymes</b> <b>Transitions</b> <b>Outdoor</b> <ul style="list-style-type: none"> <li>• Owls</li> <li>• Allotment</li> </ul> <b>Preparing the beds</b> <ul style="list-style-type: none"> <li>• Chickens</li> </ul>	<ul style="list-style-type: none"> <li>•Enjoys the company of others and seeks contact with others from birth.</li> <li>•Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>•Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>•Recognises and is most responsive to main carer’s voice: face brightens, activity increases when familiar carer appears.</li> <li>•Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>•Likes cuddles and being held: calms,</li> </ul>	<ul style="list-style-type: none"> <li>•Turns toward a familiar sound then locates range of sounds with accuracy.</li> <li>•Listens to, distinguishes and responds to intonations and sounds of voices.</li> <li>•Reacts in interaction with others by smiling, looking and moving.</li> <li>•Quietens or alerts to the sound of speech.</li> <li>•Looks intently at a person talking, but stops responding if speaker turns away.</li> <li>•Listens to familiar sounds, words, or finger plays.</li> <li>•Fleeting Attention – not under child’s control, new stimuli takes whole attention.</li> </ul>	<ul style="list-style-type: none"> <li>•Turns head in response to sounds and sights.</li> <li>•Gradually develops ability to hold up own head.</li> <li>•Makes movements with arms and legs which gradually become more controlled.</li> <li>•Rolls over from front to back, from back to front.</li> <li>•When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>•Watches hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>•Reaches out for, touches and begins to hold objects.</li> <li>•Explores objects with mouth, often</li> </ul>	<ul style="list-style-type: none"> <li>•Enjoys looking at books and other printed material with familiar people</li> <li>Children’s later writing is based on skills and understandings which they develop as babies and toddlers.</li> <li>Before they can write, they need to learn to use spoken language to communicate.</li> <li>Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</li> <li>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Notices changes in number of objects/images or sounds in group of u</li> <li>Babies’ early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.</li> <li>See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</li> </ul>	<p>Development and language. The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and La</p> <ul style="list-style-type: none"> <li>• Moves eyes, then head, to follow moving objects.</li> <li>• Reacts with abrupt change when a face or object suddenly disappears from view.</li> <li>• Looks around a room with interest; visually scans environment for novel, interesting objects and events.</li> <li>• Smiles with pleasure at recognisable playthings.</li> <li>• Repeats actions</li> </ul>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



	snuggles in, smiles, gazes at carer's face or strokes carer's skin.		picking up an object and holding it to the mouth.	meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development). e.		that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical	
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<b>Spring 1</b> <b>0-11 months</b>	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p><b>Chinese New Year</b></p> <p><b>Pancake Day</b></p> <p><b>Valentine's Day</b></p> <p><b>Sensory + Messy Play</b></p> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• <b>Owls</b></li> <li>• <b>Allotment</b></li> </ul> <p><b>Planting seeds</b></p> <ul style="list-style-type: none"> <li>• <b>Chickens</b></li> </ul>	<p>•Enjoys the company of others and seeks contact with others from birth. •Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. •Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. •Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. •Responds to what carer is paying attention to, e.g. following their gaze. •Likes cuddles and being held: calms,</p>	<p>•Turns toward a familiar sound then locates range of sounds with accuracy. •Listens to, distinguishes and responds to intonations and sounds of voices. •Reacts in interaction with others by smiling, looking and moving. •Quietens or alerts to the sound of speech. •Looks intently at a person talking, but stops responding if speaker turns away. •Listens to familiar sounds, words, or finger plays. •Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>•Turns head in response to sounds and sights. •Gradually develops ability to hold up own head. •Makes movements with arms and legs which gradually become more controlled. •Rolls over from front to back, from back to front. •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. •Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. •Reaches out for, touches and begins to hold objects. •Explores objects with mouth, often</p>	<p>•Enjoys looking at books and other printed material with familiar people Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate</p>	<p>. •Notices changes in number of objects/images or sounds in group of u Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Physical Development.</p>	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and La •Moves eyes, then head, to follow moving objects. •Reacts with abrupt change when a face or object suddenly disappears from view. •Looks around a room with interest; visually scans environment for novel, interesting objects and events. •Smiles with pleasure at recognisable playthings. •Repeats actions that have an effect, e.g.</p>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



	snuggles in, smiles, gazes at carer's face or strokes carer's skin.		picking up an object and holding it to the mouth.	meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development). e.		kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical	
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<b>Spring 2</b> <b>0-11 months</b>	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p><b>World Book Day</b></p> <p><b>Mother's Day</b></p> <p><b>Easter</b></p> <p><b>Family</b></p> <p><b>"All about Me"</b></p> <p><b>World Down Syndrome Day</b></p> <p><b>Transitions</b></p> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• <b>Owls</b></li> <li>• <b>Allotment</b></li> </ul> <p><b>Planting seeds</b></p> <ul style="list-style-type: none"> <li>• <b>Chickens</b></li> </ul>	<p>•Enjoys the company of others and seeks contact with others from birth. •Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. •Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. •Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. •Responds to what carer is paying attention to, e.g. following their gaze. •Likes cuddles and being held: calms,</p>	<p>•Turns toward a familiar sound then locates range of sounds with accuracy. •Listens to, distinguishes and responds to intonations and sounds of voices. •Reacts in interaction with others by smiling, looking and moving. •Quietens or alerts to the sound of speech. •Looks intently at a person talking, but stops responding if speaker turns away. •Listens to familiar sounds, words, or finger plays. •Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>•Turns head in response to sounds and sights. •Gradually develops ability to hold up own head. •Makes movements with arms and legs which gradually become more controlled. •Rolls over from front to back, from back to front. •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. •Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. •Reaches out for, touches and begins to hold objects. •Explores objects with mouth, often</p>	<p>•Enjoys looking at books and other printed material with familiar people Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate</p>	<p>Notices changes in number of objects/images or sounds in group of u Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and La •Moves eyes, then head, to follow moving objects. •Reacts with abrupt change when a face or object suddenly disappears from view. •Looks around a room with interest; visually scans environment for novel, interesting objects and events. •Smiles with pleasure at recognisable playthings. •Repeats actions that have an effect, e.g.</p>	<p>. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



	snuggles in, smiles, gazes at carer's face or strokes carer's skin.		picking up an object and holding it to the mouth.	meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development). e		kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical	
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<b>Summer 1 0-11 months</b>	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p><b>National's Children Gardening Week Nature</b></p> <ul style="list-style-type: none"> <li>• <b>Bugs</b></li> <li>• <b>Bug hotel</b></li> <li>• <b>Using magnifying glasses</b></li> </ul> <p><b>Transitions</b></p> <p><b>St. George's Day</b></p> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• <b>Owls</b></li> <li>• <b>Allotment</b></li> </ul> <p><b>Observing the changes and growing process</b></p> <ul style="list-style-type: none"> <li>• <b>Chickens</b></li> </ul>	<p>• Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</p>	<p>• Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>• Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often</p>	<p>• Enjoys looking at books and other printed material with familiar people Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate</p>	<p>Notices changes in number of objects/images or sounds in group of u Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	<p>. The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and La • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g.</p>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



			<p>picking up an object and holding it to the mouth.</p>	<p>meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development). e</p>		<p>kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical</p>	
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Summer 2 0-11 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p><b>Father's Day</b></p> <p><b>Eid</b></p> <p><b>Queen's Birthday</b></p> <p><b>Going on Holiday</b></p> <ul style="list-style-type: none"> <li>• Pools (water play)</li> <li>• Beach (Sand play)</li> <li>• Different type of transports</li> </ul> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• Owls</li> <li>• Allotment</li> </ul> <p><b>Harvesting Chickens</b></p>	<p>•Enjoys the company of others and seeks contact with others from birth. •Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. •Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. •Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. •Responds to what carer is paying attention to, e.g. following their gaze. •Likes cuddles and being held: calms, snuggles in, smiles,</p>	<p>•Turns toward a familiar sound then locates range of sounds with accuracy. •Listens to, distinguishes and responds to intonations and sounds of voices. •Reacts in interaction with others by smiling, looking and moving. •Quietens or alerts to the sound of speech. •Looks intently at a person talking, but stops responding if speaker turns away. •Listens to familiar sounds, words, or finger plays. •Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>•Turns head in response to sounds and sights. •Gradually develops ability to hold up own head. •Makes movements with arms and legs which gradually become more controlled. •Rolls over from front to back, from back to front. •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. •Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. •Reaches out for, touches and begins to hold objects. •Explores objects with mouth, often</p>	<p>•Enjoys looking at books and other printed material with familiar people Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can</p>	<p>Notices changes in number of objects/images or sounds in group of u Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and La •Moves eyes, then head, to follow moving objects. •Reacts with abrupt change when a face or object suddenly disappears from view. •Looks around a room with interest; visually scans environment for novel, interesting objects and events. •Smiles with pleasure at recognisable playthings. •Repeats actions that have an effect, e.g. kicking or hitting a mobile</p>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and The Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World thinking Critically.</p>



	<p>gazes at carer's face or strokes carer's skin.</p>		<p>picking up an object and holding it to the mouth.</p>	<p>communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development). e</p>		<p>or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical</p>	
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