

Themes		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All about me! 	Autumn/Woodland 	Animals Living in Cold Places 	Animals Living in Hot Places 	Lifecycles – Animals and Plants 	Transport, Journeys, Water 
PSED Think Equal		I Have A Strong Sense Of Who I Am – Global Citizenship – Self-Esteem – Resilience – Empowerment –Self-Acceptance – Diversity	I Am Able To Look After Myself – The Things I Can Do – Self-Regulation – Emotional Literacy – Self-Awareness – Finding Positive Solutions – The Choices I Make and Their Outcomes	I Am Able To Look After Others – Kindness and Friendship – Inclusion – Perspective-Taking – Taking Care of Nature, Animals and the World I Live In – Using Empathy – Being an Up-stander	I Am Able To Contribute And Create –Self-Expression – Creativity – Collaboration – Turn-Taking – Sharing Ideas – Using my Head, Heart and Hands to help others	I Am A Critical Thinker – Creating Strategies – Problem-Solving – Self-Knowledge – Similarities and Differences – Peaceful Conflict-Resolution – Gender Equality	I Am Able To Communicate – Recognising Feelings – Self-Confidence – Listening to Others – Role-Play – Story Telling – Being Kind and Considerate of Others
Think Equal is a global initiative which calls for a system change in education, to ensure positive life outcomes for our children. Together with world experts, Think Equal has designed a programme to teach social and emotional learning to early years (3-6 year olds). The Think Equal Early Years Programme consists of 36 topic areas. Within them are rich resources designed to foster positive later life outcomes; and the development of personal, social and emotional competencies and skills in the early childhood setting, through the extensive use of narrative and a focus on social cognition, in the wider context of the child's life. The need for social-emotional learning in early years education has been long supported by educationalists and forward thinkers in the global community. At the core of the Think Equal programme are the 25 key social-emotional learning outcomes, which serve as the foundation of the programme's lessons, narrative books and teaching. Think Equal proposes that it is through the use of these hopeful narratives; which focus on a regulated self, the development of social and emotional learning, and a knowledge of and respect for equal rights; that the individual stories of children will change, and that these children will in turn begin to effect the stories of others in their world, ultimately leading to a positive and concrete change in the collective narrative of society.							
Physical Development PE		Balancing Skills	Let's Dance	Ball Skills	Shape and Space	Circle Games	Olympics
Expressive Arts and Design	Creating with materials	Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage.	Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An	Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to	Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to	Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function,	Children cutting with more confidence, children independently

		Builds towers with large construction equipment. * I can make marks intentionally in sand, shaving foam and using paint, chalk, etc – link to pre writing shapes * I can use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes. * I can name and recognise the colours red, blue, green, yellow. * I can draw on a large scale a simple face to represent myself. * I can print with objects – vegetables, leaves, cars. Learning how to use the painting and work-shop areas. Exploring the primary colours and colour mixing. Exploring printing - harvest vegetables. Using playdough to make models and representations	independent Christmas Card. * I can express ideas and feelings through making marks and sometimes give a meaning to the marks. * I can manipulate and play with different materials making simple models. * I can listen to music and use a pen to make marks representing the sounds I hear. * I can scrunch and roll paper. * Can draw horizontal and vertical lines, squiggles and zig zags. * I can use pencils and paint to draw closed shapes with continuous lines freely. Exploring printing - fireworks, poppies, Christmas wrapping paper/table cloths. Poppy Fields . Using salt dough to make Diwa lamps and Christmas decorations. Exploring transient art - rangoli patterns and Christmas cards	their pictures and creations e.g. pom-poms, glitter. * I can draw on a large scale with increasing complexity and detail. * I can paint with sponges, brushes, twigs. * I can develop my own ideas; stick/make a collage. * I can join things together (boxes, card, paper) with glue or tape. * I can use boxes of different sizes, change the box into 'something'. * I can roll, pinch, pull, squeeze, shape with playdough. * I can push bricks together to construct, sometimes talking about what I am making. Using scissors to make paper lanterns - ice painting, painting on cotton wool with pipettes and shades of winter colours Exploring printing - tape- resist snowflakes, heart printing. Using scissors to make snowflakes, story puppets, Chinese dragon puppets, and Valentine cards. Using playdough to make models.	develop their drawing skill. * I can name the colours (orange, pink, white, black, brown, grey). * I can manipulate clay – squeezing, pinching, making a small pot. * I can press objects into playdough and talk about the imprint. Explore collage to create animal patterns	children experimenting and mixing colours together, Children may create with a friend. * I can free paint an idea and talk about it. happens when I mix two colours. * I can find out how to make green and orange. * I can decide what I want to use to make models and collages. * I can build for a purpose with a range of construction equipment. Exploring the primary colours and colour mixing - painting rainbows. Choosing colours for a purpose	creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. * I can cut dough using tools such as scissors, blunt knives, cutters. * I can draw with a pencil on a small piece of paper, adding finer details to my work. * I can use colours to express feelings of happiness, sadness, fear. * I can make imaginative 'small worlds' with blocks and construction kits. * I can talk about what I like about my
--	--	---	---	---	--	---	---

							designs and what I'd like to change. * I can use masking tape, sticky tape, hole punches and string to join and fix things together. Choosing colours for a purpose - painting transport
	Being imaginative	Children dance to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. * I can join in with the songs we use every day in Nursery; <i>daily routine songs; days of the week, hello song, weather song.</i> * I can use my voice to make different sounds. * I am starting to develop my pretend play, pretending that different items represent different things.	Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning. * I can sing the songs and rhymes * I can move and dance to music. * I can explore a range of sound makers and instruments.	Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures. * I can remember and sing entire songs * I can take part in simple pretend play, playing in the home corner, using the role play equipment appropriately. * I can use small world toys to imagine, beginning to develop complex stories using animals, cars, play people and blocks. * I know how to make a variety of sounds using my body, e.g. clap * Move and dance to a range of music.	Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play. * I can sing the songs and rhymes * I can listen to music from different cultures and historical periods and talk about my thoughts and feelings. Spring - Vivaldi * I can listen with increased attention to sounds, developing my listening skills.	Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. * I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * I can remember and sing entire songs. * I can sing quietly and loudly using my 'singing voice'. * I can make up stories when playing and concentrate for more than five minutes. * I can recreate stories with small world equipment. * I can talk about the music/sounds that I have listened to. * I know how to clap & repeat simple repeated patterns.	Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument, * I can create my own songs, or improvise a song around one I know. * I can perform my favourite song in front of a small group. * I can take on a role within 'role play' talking about who I am and interacting with a peer.

				* I understand that I cannot talk and listen at the same time.		* I can recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone)	* I can play instruments in different ways, dynamics (loud/quiet), tempo (fast/slow).
Music		To learn to control and develop pitch (singing) and pulse skills. To introduce timbre of different instruments. Big Red Combine Harvester	To learn to control pitch (singing) and a steady beat & develop listening skills. Follow that Star	To perform a more complex song with a focus on TEMPO & TIMBRE Love Grows One By One	To learn to control and develop pitch (singing) and rhythm skills. To introduce hand patterning. The Little Green Frog and Little Bird	To learn to control and develop pitch (singing), texture and rhythm skills. To introduce structure in music Sing a Rainbow/Magic Penny	To learn to sing more complex songs with a wider pitch range. To use actions confidently in songs Teddy Bear's Picnic/Teddy Bear Blues
Understanding the World	Natural World	* I will experience: dough, water/foam and sand, boxes of 'junk', jelly/foods. * I can identify and name: trees, including conkers and acorns., leaves, grass, hedge, stones, shells, branches.	* I can name familiar animals – pets (cat, dog, rabbit, hamster, fish, mice/rodents) * I can talk about and name common fruits and vegetables. * I can collect, find natural materials, including twigs, sticks, pebbles, rocks, mud, dirt and contrasting leaf/plants shapes and textures. I can talk about the weather and Autumn.	* I can name materials, with similar and/or different properties. * I can find out how things work and talk about it. * I can talk about water in the environment – puddles, dew, frost, snow and ice. * I can talk about seasonal weather – Winter into Spring.	* I can use simple, descriptive vocabulary (soft, hard, see through, bendy, rough, smooth, wet, dry). * I can talk about farm animals and compare them with zoo animals. * I can name, observe and draw animals with common features.	* I can notice how Spring changes into Summer and name a variety of different weather and the seasons. * I can talk about the simple features of animals as they grow from babies to adults in familiar animals (chick to hen, lamb to sheep, kitten to cat) and relate to human growth. * I can explain how parents care for babies. * I can find and name a range of common minibeasts, noticing where they live I understand very simple features of the life cycle of creatures hatching from eggs caterpillars, frogs).	* I can identify changes in summer. Exploring summer weather. * I can notice change, including, melting in the sun and 'drying up', growing up.

	People and Communities	* I can talk about my family. * I can talk about who is special to me and why. * I can name members of my immediate family (Mother, Father, Brother, Sister, Grandparents.)	* I can celebrate similarities and differences between mine and others' families. * I can talk about how we care for one another in our families. * I can talk about my home and how different rooms are used, including the garden.	* I know that there are different countries in the world – Geography link	* I am continuing to develop positive attitudes about the differences between people. - I know that there are different countries in the world – Geography link	* I can talk about what it means to belong. * I am beginning to understand how people live together using small world toys.	- I can identify clothes that we wear in Summer? * I can talk about common transport. (Including cars, buses, trams, planes.) - I understand how and why journeys are taken using transport. * I know the vocabulary: road, path, pavement, crossing, traffic light and some common environmental signs.
	RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
	Past and Present	*I understand who is older and younger than me in my family. I am beginning to make sense of my own life-story and family's history.	*I can understand the terms: today, now, before.	*I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.		*I can understand how a life cycle shows a living thing at different stages of it's life and am able to sequence it. - I can ask questions about what my parents/grandparents did when they were young.	*I can recognise older and newer in buildings, cars, buses and my immediate environment.