



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic: All About Me	Topic: Lets Celebrate	Topic: Once Upon a Time	Topic: On the Farm	Topic: In the Garden	Topic: What is out there?
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Range 4 - 24-36 Months (2-year-old provision)

Build relationships with special people but may show anxiety in the presence of strangers
 Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
 Shows some understanding that other people have perspectives, ideas and needs that are different to theirs
 Shows empathy and concern for people who are special to them by partially matching others' feelings with their own
 Is beginning to be able to cooperate in favourable situations
 Seeks out others to be able to share experiences with and may choose to play with a familiar friend or a child who has similar interest
 Knows their own name, their preferences and interests and is becoming aware of their unique abilities
 Is developing an understanding of and interest in differences of gender, ethnicity and ability
 Is gradually learning that actions have consequences but not always the consequences the child hopes for
 Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
 Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
 Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
 Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
 Responds to the feelings of others, showing concern and offering comfort
 Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
 Needs to sleep for 10-13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
 Feeds self competently
 Can hold a cup with two hands and drink well without spilling
 Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
 Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
 Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
 Begins to recognize danger and seeks the support and comfort of significant adults
 Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
 Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
 Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

5 - 36-48 Months (3 and 4 -year-old provision)

Seeks out companionship with adults and other children, sharing experiences and play ideas
 Uses their experiences of adult behaviors to guide their social relationships and interactions
 Shows increasing consideration of other people's needs and gradually more impulse control in favorable conditions
 Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
 Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
 Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
 Is sensitive to others' messages of appreciation or criticism
 Responds to the feelings of others, showing concern and offering comfort
 May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
 Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
 Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
 Observes and can describe in words or actions the effects of physical activity on their bodies.
 Can name and identify different parts of the body
 Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
 Can wash and can dry hands effectively and understands why this is important
 Willing to try a range of different textures and tastes and expresses a preference

Can name and identify different parts of the body

Observes and controls breath, able to take deep breaths, scrunching and releasing the breath

Can mirror the playful actions or movements of another adult or child

Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important

Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others

Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

Enjoys a sense of belonging through being involved in daily tasks

Key Content <ul style="list-style-type: none">Relationships	Key Content <ul style="list-style-type: none">Behaviour and Rules	Key Content <ul style="list-style-type: none">Relationships	Key Content <ul style="list-style-type: none">Emotions and feelings	Key Content <ul style="list-style-type: none">Health and self-care	Key Content <ul style="list-style-type: none">Setting goals and trying new things
Skills <ul style="list-style-type: none">Beginning to work and play cooperativelyBeginning to take turns	Skills <ul style="list-style-type: none">Beginning to follow instructionsUses good behaviour traitsBegins to understand actions have consequences	Skills <ul style="list-style-type: none">Beginning to work and play cooperativelyBeginning to take turns	Skills <ul style="list-style-type: none">Understand own feelingsand beginning to that of othersUses good behaviour traits	Skills <ul style="list-style-type: none">Knows their own bodyKnows how to take proportion risks and keeps themselves safeBeginning to manage their own personal needs	Skills <ul style="list-style-type: none">Gaining confidence to try new activitiesAble to ask for help when needed
Topic Specific Vocabulary Friends Teachers Fair Take turns Play Feelings Happy Sad Unkind	Topic Specific Vocabulary Rules Good Reward Listen Ears Follow Instructions Behaviour	Topic Specific Vocabulary Friends Teachers Fair Take turns Play Feelings Happy Sad Unkind	Topic Specific Vocabulary Emotion words Feeling words Good Behaviour	Topic Specific Vocabulary Body parts Safe Toilet Wash Hands Soap Clean Teeth Toothbrush/paste Hair brush	Topic Specific Vocabulary Goal Trying Brave Work Help Teachers Family
By the end of this topic children will begin to demonstrate positive behaviours and relationships with their peers and teachers with the help of adults.	By the end of this topic children will begin to demonstrate positive behaviours in the classroom and around school with the help of adults.	By the end of this topic children will be able to demonstrate positive behaviours and relationships with their peers and teachers with the help of adults.	By the end of this topic children will be able to understand some feelings in themselves and begin to understand some feelings of others.	By the end of this topic children will have an understanding of their own bodies and steps they can take to stay safe and manage their own needs.	By the end of this topic children will be able to try new activities, asking for help when needed.