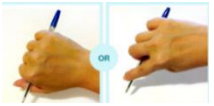
	Ladybirds Nursery						
Area of Learning	**Communication and Language**						
	Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Listening, Attention and Understanding	**2 Year Olds**	Knows and responds to their name Recognises and points to an object Listens to rhymes and begins to participate sing actions	Understands the functional use of familiar objects and properties Listens to simple stories Can attend to own choice of activity, may move quickly from one to another.	Understands simple instructions Listens to simple stories and understands what is happening with the help of the pictures	Understands and answers 'what' questions using gesture Engages in functional play (function of an object e.g. pushing a doll in a stroller or pushing cars along the floor).	Can follow a 1 step instruction Listens to peers/adults talk with interest	Understands and answers simple questions about 'who', 'what' and 'where' using gesture Develops pretend play (social or emotional influence e.g. feeding a baby milk).
	Vocab	name, song	story	wait, go, finished	choosing	look	playing
	3 year olds	Engages in pretend play Beginning to switch attention between adults and task Can sit on the carpet and show some attention for short periods of time	Knows how to respond when being spoken to using words or gestures Begins to listen to longer stories	Knows what a question is Understands and answers simple questions	Can follow a two-step instruction Begins to pay attention to more than one thing at a time Explores selected non-fiction texts	Begins to develop imaginary play (make-believe) Can recall some key events from a story Can sit and look at the child or adult who is talking during small group activity Explores a wider range of non-fiction texts	Can remain at a chosen or motivating activity for 10 minutes Understands and responds to the negative form 'no' and 'isn't'
	Vocab	sit, pretend	talk, listen, story	question, answer	instruction	Imagine, look, non-fiction, real	no, isn't

Speaking	**2 Year Olds** Mastered speech sounds: m, n, p, b, h, w.	Beginning to use single words or gestures to request things Can copy single words and sounds Can use words to communicate needs	Understand and uses some action words	Can put two words together when talking Can share an object or photo from home with a teacher	Knows and uses 'I' to refer to themself Starts to develop conversation, often jumping from topic to topic	Starts to communicate how they are feeling, using words as well as actions Can share an object or photo from home with a small group	Can answer a 'what' question using words Can share an object or photo from home with a small group and talk about what it is
	Vocab	Common names of everyday objects (nouns)	Go action words e.g. jumping, running		I, talking	Happy, sad	What
	3 year olds Mastered speech sounds: ng, k, g, t, d	Knows and joins in with familiar nursery and number rhymes Knows that you take turns to speak	Is able to speak using 2-3-word sentences Asks 'what' questions Can share their experiences with a small group using visual prompt	Can use talk to organise their play Understands and answers simple questions Knows and uses pronouns 'I', 'you' and 'we'	Knows and sings some familiar nursery and number rhymes Is able to speak using 4 – 6-word sentences Can recite or retell past event in their life	Can takes turns speaking and listening during a conversation with adult support Asks 'what', 'where' and 'who' questions Understands and uses 'doing' words in a sentence (verbs)	Can use 'why' questions during a conversation Starts to use simple plurals e.g. cat/s/ Understands and uses prepositions on, under and behind
	Vocab	song, rhyme	what, words	talk, I, you, we	time words 'now' and 'later'	who, what, where verbs e.g. washing	why prepositions: on, under and behind
Area of Learning	**Personal, Social and Emotional Development**						
	Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Self-Regulation	**2 Year Olds**	Can transition from parent/carer to nursery staff	Knows that they are safe at Nursery Knows that adults at nursery care for them	Has the courage to try new things and take a risk Understands the feeling happy and sad using actions or visuals	Expressing their likes or dislikes using gestures	Starts to communicate how they are feeling, using words as well as actions e.g. happy or sad Shows confidence when exploring new places in the setting with staff	Begins 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 Can tidy away the resources they use
	Vocab	uses a point to gesture	uses a wave to gesture	hello, goodbye	like/dislike gesture	happy, sad	want
	3 year olds	Knows the feelings happy or sad Transitions from parent/carer and follows Nursery routines	Is able to sit during a small group time Can look after the toys and equipment at my nursery	Knows the feelings angry, cross, upset, scared Can wait their turn	Shares how they are feeling with a member of staff using words or gestures	Developing their awareness of likes/dislikes, choices, decisions and ideas Knows 'right/good' choices	Beginning to understand words safe and unsafe Can calm themselves down using a strategy that works for them
	Vocab	happy sad	care, look after	wait, my turn, your turn	angry, cross, upset	choice, like, dislike	safe, unsafe, calm
Managing Self	**2 Year Olds**	Knows and responds to their own name Can explore the nursery setting with adult support	Finds ways of managing transitions, for example from their parent/carer to teacher	Growing self-confidence through playing freely Growing independence sometimes will reject help	Is beginning to show choices and preferences such as different tastes and rejects things they do not want	Understands that their own voice and actions can cause an effect on others	Shows an awareness and interested in their own and others' characteristics e.g. pointing to features
	Vocab	name	teacher's name, nursery	try	like, not like	sad, friend	red, yellow, blue, names facial features e.g. hair, eyes

	3 year olds	Knows their own and others' physical characteristics and can identify features such as nose, hair and eyes	Begins to follow rules Is able to choose resources independently Can manage daily transitions with visual support e.g. from their parent/carer to keyworker	Is interested in what happens next using the pattern of everyday routines	Starts to identify feelings and beginning to know how to respond to them	Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas Can talk about healthy food choices	Can use the toilet and can wash hands with help Can talk about themselves in a positive way Know the three school rules
	Vocab	name facial features e.g. hair, eyes. Name body parts.	now	next	angry, cross, upset	choice, like, dislike, healthy	toilet, wash, help, sink, dry, wet, soap, good, proud respectful, safe, responsible
Building Relationships	**2 Year Olds**	Engages in solitary play	Seeks an adult for support using gesture or words	Observes other children during their play (spectator)	Is starting to enjoy the company of other children and want to play with them	Begins to imitate each other in their play	Is developing friendships with other children Can say if they are happy or sad using visual prompts Can point to immediate family using visual prompts
	Vocab	play	help	look	children	playing	friend
	3 year olds	Engages in parallel play (playing alongside peers)	Knows how to take turns Begins to take turns Seeks an adult for support	Shows confidence with others during a social situation	Seeks out others to share experiences with and may choose to play with a familiar friend or a child	Plays with one child extending and contributing during play	Understands how someone else might feel Can name a friend in their nursery setting

							Can name immediate members of their family
	Vocab	looking	take turns, My turn, your turn	friends	share	playing	you, happy, angry, cross, upset, family
Area of Learning	**Physical Development**						
	Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Gross motor Skills	**2 Year olds**	Explores freely moving: rolling, walking, running, crawling, leaping, sliding	jumps into the air with both feet leaving the floor and can jump forward a small distance Begins to use stairs independently.	Can move to music Can stamp and clap to music	Can roll balls freely Can roll balls and small equipment over and around the body without dropping it Explores throwing different objects both light and heavy, for example scarves and balls	Explores a wide range of food and textures Uses their foot to tap a large static ball Can use a kicking motion	Holds and swings a bat or a racket Can use the stairs independently Can follow instructions to engage in sports day activities
	Vocab	move, rolling, walking, running, crawling, leaping, sliding	jog, knees, jump, hold still	dance, clap, stamp, stop, go	roll, throw, ball	food, kick	bat, racket, stairs
	3 year olds	Knows and uses a range of ways to move safely: walk, run, jump Understands the meaning of stop and start to follow simple instructions	Safely walks, climbs, crawls or jumps using gymnastic equipment e.g. horses or benches Can jog in a straight line and can change direction Can move in a variety of ways avoiding obstacles and people	Moves body to music showing when they can stop and start Copy basic actions to music Is able to watch dances and performances	Can roll large balls and equipment to a target Can throw a large beanbag and balls overarm Can throw a beanbag or ball to a partner or large target within a short distance	Can kick a ball using either foot Can bounce large ball on the floor Can jump over a stationary line on the floor. Jumping one foot and then the other	Can catch a large soft ball in two hands cradling the ball into their chest Can travel with an object balanced on a bat using two hands Jump on the spot with two feet together and land

		Can balance and climb on a variety of equipment					safely (bending knees) Can take part in sports day activities
	Vocab	move, balance, climb, stop, start, equipment	safely, direction, straight, forward, backward, side	dance, move, music, actions, watch, dance, performance	roll, throw, large, small	kick, foot/feet, bounce, jump, over, on	bat, racket, catch, travel, balance, together
Fine Motor Skills	**2 year olds**	Shows independence by starting to feed themselves Can use the prone position laying on the floor and resting on elbows to make marks	Attempts to dress and undress themselves Can build a tower of three or more small blocks Imitate vertical lines with whole body and using arm movement when painting or drawing	Makes marks and paints with whole arm movements, shift hands and makes strokes Holds and drinks from cup independently	Can scrunch, tear and roll paper Can pivot their shoulder using upper body strength e.g. swinging Imitate horizontal lines with whole body and using arm movement when painting or drawing	Explores different materials and tools to develop manipulation and control e.g. scoops, tweezers, scissors Slides forwards and backwards on a chair	Can hold pencil with a palmar grip (whole hand grasp)  Can prop themselves up with arms or rest their head when sitting on a chair
	Pattern Progression	Vertical line		horizontal line		Circle	
	Vocab	eat, draw, up, down, line	line, build, tower, blocks, dress, undress	paint, marks, hold, drink	across, swing, turn, scrunch, tear, roll	forwards, backwards, tool, materials	pencil, hold, sitting
	3 year olds	Can feed themselves Uses a spoon to feed themselves Can turn the pages of a book one at a time	Knows the function of different one-handed tools and explores these. E.g., scissors/tweezers/paintbrush	Beginning to make snips in paper using looped/ spring loaded scissors Can pivot their elbow for large scale movements going	Shows a growing independence to put on coat and shoes, Explores small construction equipment e.g stacking duplo	Can use one handed tools to transfer objects Manipulates dough e.g. rolling, squeezing, balling and patting	Holds pencil using a digital grip 

			Can hold scissors with two hands to open and close	side to side / up and down		Pushes their chair under the table when sitting for mark making Attempts to do own zip	Swapping and exploring both hands May show a preference for a dominant hand
	Pattern Progression						
	Vocab	eating, page, turn	tool, cut, move, pick up, draw, paint, marks	snips, scissors, down, across	coat, stacking, building	move, roll, squeeze, ball, pat, tuck in zip,	sit up straight, push, under, grip
Area of Learning	**Literacy**						
	Stages of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Comprehension	**2 Year olds**	Shows an interest in books	Explores books and shares with an adult, with another child, or to look at alone	Enjoys songs and rhymes, tuning in and paying attention Pays attention to the pictures in books	Can say some of the words in songs and rhymes	Develops play around stories using props e.g. puppets	Can answer a 'what' question about a familiar story
	Vocab	book	story	song, sing, picture	keywords to songs and rhymes	play	what
	3 year olds	Expresses simple likes about a shared story	Joins in with repeated phrases for familiar stories Has a favourite book to share with their friends or an adult or to look at alone	Answers who and what questions linked to stories shared	Sings songs and say rhymes independently, for example, singing whilst playing Explores non-fiction texts	Beginning to predict what might happen in a story	Uses new vocabulary in their play when retelling familiar stories or developing their own
	Vocab	like, story	favourite, read	who, what	singing	next	playing, stories
Word Reading	**2 Year olds**	Listens to rhymes and begins to	Joins in with songs and rhymes	Pays attention and responds (using words or gestures)	Understands what is happening in	Repeats words and phrases from familiar stories	Beginning to retell main events or use characters in their play

		participate using actions	Beginning to copy sounds, rhythms, tunes and tempo	to the pictures or the words in stories or rhymes	stories with the use of pictures		
	Vocab	action	sound	picture	story	read	character names
	3 year olds	Can tune into different sounds around them, including words that they hear Can clap along to a beat	Notice print, such as the first letter of their name, a bus or house number, or familiar logos	Develops book handling skills e.g. holding the book correctly and turning pages	Shows a growing awareness of rhyme	Can fill in missing words from a rhyme	Developing oral blending skills; listening to and copying segmenting and blending sounds
	Vocab	sound, clap, beat	print	book	rhyme	rhyming	
Writing	**2 Year olds**	Copies finger movements and other gestures	Develops an interest in mark making activities	Enjoys drawing freely	Beginning to recognise familiar logos and print that they see in everyday life	Follows large pattern templates	Adds some marks to their drawings, which they give meaning to. For example: "That says mummy"
	Vocab	finger, move	draw	drawing	picture, logo	pattern	family names, me
	3 year olds	Responds to shared stories and poems through mark making	Knows that print conveys meaning and can notice print, such as a bus or door number	Ascribes meanings to marks they make and during play	Makes marks on their picture to stand for their name	Can draw a straight line	Can draw curved lines in both clockwise and anti-clockwise directions
	Vocab	print	drawing	mark making	name	straight	curved, circle, round

Area of Learning	**Mathematics**					
Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Number	**2 year olds**	Demonstrates enjoyment of action rhymes and songs that relate and numbers	Take part in finger rhymes/stories with numbers	Explores counting objects to 3	React to changes of amount in a group of up to three items Joins in with number songs and stories	Develops counting-like behaviour, such as making sounds, pointing, skipping numbers and some numbers in sequence	Beginning to know that number words are separate Says number names when playing Recite numbers to 3
	Vocab	action	number	stack, objects, in, out	change, amount	number names	counting
	3 year olds	Participate in number rhymes, knowing some number names	Recognise when there are 1 or 2 objects in a set and know how to show on their fingers Can say number names in order to 5 (ordinality)	Recognise up to 5 dots, like they see on a dice and can show on their fingers Children count up to 5 objects knowing the last number reached is the total Can recite numbers to 5	Count up to 5 objects with 1:1 correspondence knowing the last number reached is the total (cardinal principle)	Compare quantities saying 'lot's, 'more', 'same' Can use key language 'altogether'	Knows that symbols represent a count or quantity Enjoys counting verbally as far as they can go Can subitise 1 – 3 objects
	Vocab	number	count, object, amount	1, 2, 3, 4, 5 Dice, fingers	5, total	lots, more, same, altogether	1-5 in order
Numerical Patterns	**2 year olds**	Beginning to match objects that are the same (colour)	Shows an interest in what happens next using the pattern for everyday routines Notices patterns and can describe colour or shape using everyday words	Combines objects like stacking blocks and cups Put objects inside others and take them out again	Knows the spots on a dice represent a number Can count spots on a dice with adult support (modelling 1:1 correspondance)	Can match two patterns Can match a picture to the nursery rhyme Can sequence two events from their daily routine	Create their own patterns, for example, following a line or creating patterns using transient art materials With support can jump forward on a number track and say which number they have landed on (1-3)

	Vocab	match, same	day, next	sound, action	colour, colour names	different, same	pattern, forward, next
	3 year olds	Match objects that are the same Explore numicon shapes within their play	Joins in simple patterns with sounds, objects, games and movement, predicting what comes next Can describe an AB pattern using 2 different colours Can copy an ABAB pattern	Understands the meaning of and uses 'more' or 'less' when comparing numbers within 5	Can order numbers to 5 with the support of objects, numicon and visuals	Can sequence two pictures form a nursery rhyme or familiar story Can sequence three events from their daily routine Compare amounts, saying 'lots', 'more' or 'same'	Sequence numbers to 3 Can solve real world mathematical problems with numbers up to 3 for example, sharing Can say the number that comes next within 1 – 5 With support can jump forward and back on a number track and say which number they have landed on (1-5) Explores different ways of making 3, 4 and 5
	Vocab	same, objects	pattern, next	more, less	order	lots, compare	problem, sharing, backward, forward
Shape, Space and Measure	**2 year olds**	Explore puzzles and pushes objects through different shaped holes	Copies actions and sounds Completes inset puzzles	Enjoys using blocks to create their own simple structures and arrangement Explores squares, rectangles, triangles and pentagons in their play Can make a picture using squares, rectangles, triangles and pentagons	Explores differences in size, length, weight and capacity (filling and emptying containers)	Understand and respond to the prepositions in/out. E.g. The teddy is **in** the bag. The teddy is **out** of the bag. Explores 2D shapes in their play and can create pictures Explores and builds with 3D shapes	Explores 2D and 3D shapes in their play and uses informal language to name or describe them.

	Vocab	puzzle, push	insert	blocks, build, shape, picture	big, little, small, fill, tip, gone	in, out	shape
	3 year olds	Recognise that 2 objects have the same shape. Compare sizes using gestures and language 'bigger, small, little'	Joins in simple patterns with sounds, objects, games and movement, predicting what comes next Is beginning to understand talk about immediate past and future Explores and adds to simple linear patterns for two repeating items (ABAB)	Completes simple puzzles	Compare the height of different objects using tall or short Children use balance scales to investigate which objects are heavier Can say when a container is full or empty	Children understand positional language: in, on, under, out, without pointing Can identify circle, square, rectangle and triangle	Notice and follow patterns made up of 2D shapes
	Vocab	shape, same, bigger, small, little	patterns, next, before, repeat	shape, puzzle	tall, short, heavy, heavier, full, empty	circle, triangle, square, rectangle, in, out, under, on, out, order	2D shape names, pattern
Area of Learning	**Understanding the world**						
	Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Past and Present	**2 Year olds**	Develops a sense of belonging to their family or key carer	Develops a sense of belonging to their teacher and Nursery group	Recognises key people in their own lives	Can name immediate family, relations and pets	Enjoys stories, videos or photos of how people, animals or plants change over time	Explores how they have grown and changed over time
	Vocab	family	teacher, group name,	Mum(my), Dad(dy)	family member names, pet names and type e.g. cat, dog	people, animal, plant	grow, change

	3 year olds	Talks about their immediate family and their role in the family	Shares past family experiences	Makes connections between the features of their family and other families	Can sequence two events	Shares and understands how they have grown and changed over time. Talks about past experiences with visual prompts	Can say how old they are e.g. I am three
	Vocab	Mum(my), Dad(dy), nan/nanny/Grandma, Grandad, me, birthday, brother, sister	family	same	event	grown, changed, past, now	old, names of numbers e.g. three
People, culture and communities	**2-Year-olds**	Can show members of their family using photos or videos e.g. pointing when asked "where is Mummy?" Explores stories, photographs, videos about different people	Can make connections between the features of their family and other Families e.g. My Mummy/Your Mummy Know they have a birthday and beginning to say how they celebrate using words or gestures e.g. pointing to a photo or saying balloons/cake		Has an awareness of different localities relevant to their life e.g. home, park, Nursery	In pretend play imitates everyday actions and events form own family, community and cultural background Enjoys exploring props, videos and photos of people who help us	Knows there are similarities and differences between people.
	Vocab	family	birthday		home, nursery, house, garden	help	same, different
	3 year olds	In pretend play imitates everyday actions, events from own family and cultural background	Explores different events celebration by different groups of people through stories, photos and videos (Diwali/Christmas)	Can talk about their home and what it is like e.g. rooms, door number	Enjoys exploring a variety of maps Can make their own maps e.g. using small world or drawing their own	Listens to and retells stories about different people or characters and their way of life	Explores maps, photos and videos of the world and beginning to know different features e.g. land, houses, sea, forest, road

		Can name similarities and differences between people Can name parts of the body	Recognises and describes special times or events for family or friends To know that Christmas is a special day To listen to the Christmas story		Talks about their own community and name key features of their local village/town e.g. Englefield Green, train station	Knows and can name people who help us e.g. farmer, doctor, police	To learn about one other country (International Week)
	Vocab	name parts of the body	Celebrations: Diwali, Christmas, Eid, Ramadan, celebrate	house, home	map, house, road, land, park, shop, train station, hospital	character, people, life, name people who help us e.g. farmer, doctor	land, sea
The Natural World	**2 Year olds**	Explores natural materials, indoors and outside using their senses.	Identifies and names natural materials.	Repeats actions that have an effect, for example using cause and effect toys.	Explores how natural materials grow or change over time. (sunflowers, cress,etc)	Responds to natural phenomena e.g. lifecycles (caterpillars)	Can name and identify different animals and where they live with visual prompt.
	Vocab	Inside, outside	Leaf, tree, mud, stone, seed	Toys, what	garden plant	People, animal,	Water, land
	3 year olds	Uses senses to explore and describe the changes they observe in the weather and seasons.	Can identify between day and night. Can describe the changes in weather and seasons.	Beginning to describe the features of their natural environment.	Understands and talks about taking care of the world around us. Plants seeds and cares for growing plants (herbs).	Knows simple animal life cycles (caterpilars).	Can name and identify animals and say where they live e.g. Cow lives on a farm, fish live in the sea.

	Vocab	Cold, hot, wet, dry	Day, night	Tree, leaf, log, stick, stone, mud, grass, sky, clouds	Look after, world Planting, grow, seeds	change, caterpillar, butterfly	Animal names and their environment e.g cow - farm
Area of Learning	**Expressive arts and design**						
	Stage of Learning	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Creating with materials	**2 Year olds**	Explores and experiments with a range of media and movement through multi-sensory exploration and expression Explore colours and beginning to name primary colours Can tell an adult their favourite colour	Explores paint, using fingers and other parts of their bodies as well as brushes and other tools Name and identify colours	Uses pre-made paints	Explores and manipulates different materials, using all their senses to investigate them	Makes simple models Makes marks which express their ideas	Holds a paintbrush in the palm of hand and can make marks using brush strokes
	Vocab	touch, red, yellow, blue	fingers	red, yellow, blue,	smell, move, pinch, roll, push	draw, paint, make	brush, paintbrush
	3 year olds	Can represent feelings, noises and movements through drawing Knows the names of colours Can sort objects by colour	Explores different materials freely to develop their ideas and then decide which materials to use to express them	Can print with simple shapes using hand to press and lift off	Can join different materials together using a glue stick	Can create closed shapes with continuous lines	Is beginning to include details on drawings
	Vocab	draw, red, yellow, blue, green, purple	materials	same, print	join, tape, glue, stick	shape, line	drawing, details: nose, eyes, mouth

Being imaginative and expressive	**2 Year Olds**	Can take part in functional play	Enjoys and takes part in action songs	Explores a range of sound-makers and instruments and play them in different ways	Makes rhythmic and repetitive sounds	Uses their imagination as they consider what they can do with different materials	Can take part in simple pretend play
	Vocab	play	sing, actions	sound-maker	shake, tap	box, paper, tissue	pretend
	3 year olds	Joins in with simple repetitive rhymes and songs	Responds to what they hear with thoughts and feelings	Explores sounds that can be made from instruments and creates their own songs	Can follow signals/instructions when playing instruments (play and stop) Responds to different pieces of music	Plays with familiar resources e.g. items reflected in their own home Knows the name of familiar instruments e.g. drum, keyboard or guitar	Accesses role play and small world resources, sometimes playing with others to develop storylines
	Vocab	songs, rhymes	noise, move, drawing	instrument, song	play, stop, go, beat, fast, slow	playing, toys, drum, keyboard, guitar	small world, role-play, pretend