



# EYFS Ribblesdale Medium Term Planning Year A Autumn Term 2026-2027



## EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

|                                     |                                                          |                                                                    |                                                                                                                                                     |                                        |                                                                                             |                                                                                         |
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| Worship Year A 2026-27              | Generosity                                               | Compassion                                                         | Courage                                                                                                                                             | Forgiveness                            | Friendship                                                                                  | Respect                                                                                 |
| Worship Year B 2025-26              | Thankfulness                                             | Trust                                                              | Perseverance                                                                                                                                        | Justice                                | Service                                                                                     | Truthfulness                                                                            |
| Year                                | Autumn 1                                                 | Autumn 2                                                           | Spring 1                                                                                                                                            | Spring 2                               | Summer 1                                                                                    | Summer 2                                                                                |
| FS Single year<br>(Followed in FS1) | Why are we special?<br>I Belong PANTS Super Me!          | Why are other people special?<br>Is Good to Share Fabulous Friends | How do we stay safe and healthy?<br>PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind, |                                        | How can we look after each other, our community and our environment?<br>Look What I Can Do! | What will change as we go into Year 1 and what will stay the same?<br><u>Yes</u> I can! |
| Week 1                              | PANtAsaurus                                              | PANtAsaurus                                                        | PANtAsaurus                                                                                                                                         | PANtAsaurus                            | PANtAsaurus                                                                                 | PANtAsaurus                                                                             |
| Week 2                              | Look at the All about me book – celebrate each other     | Respecting other people – why?                                     | How do we stay safe in the dark, including road safety?<br>Firefighters visit                                                                       | Why is having healthy teeth important? | Why should we look after each other?                                                        | What is the same about me as was in September?                                          |
| Week 3                              | Look at the All about me book – celebrate each other     | Why is listening to each other a good idea?                        | How do we stay safe from bugs?<br>Why do we need to wash our hands and our bodies?                                                                  | Why is eating healthy food important?  | Why should we look after our town?<br>What could we do?                                     | How am I changing?<br>What will carry on changing?                                      |
| Week 4                              | Families What makes a family?                            | Why is sharing and trust important?                                | First aid – what do we do in an emergency?<br>Visit from a Nurse or Doctor                                                                          | How do we keep our bodies healthy?     | Why should we look after the oceans?                                                        | How can I cope with change?                                                             |
| Week 5                              | What is special about our School Family – RMS/Malhamdale | Resolving conflict.                                                | How do we stay safe online?                                                                                                                         | Why do we need to look after pets?     | Why should we look after the animals?                                                       | What do I want to find out about Year 1?                                                |
| Week 6                              | Being thankful for each other                            | Telling the truth and keeping promises.                            | What do the police/army do to keep us safe?                                                                                                         | How do we keep our minds healthy?      | Why should we pick up litter?                                                               | What have I learnt this year?<br>What do I want to get better at next year?             |



|                                                                             | Aut1                                                                         | Aut2                                      | Spr1                                                                     | Spr2                                         | Sum1                                                                        | Sum2                                |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------|
| <b>Festivals/Celebrations</b>                                               | Yom Kippur<br>Rosh Hashanah                                                  | Christmas<br>Sukkot<br>Chanukah<br>Diwali |                                                                          | Easter<br>Ramadan<br>Eid-ul-Fitr<br>Passover | Wesley Day<br>Pesach                                                        |                                     |
|                                                                             | <b>Believing</b><br>What is the important fact about...                      |                                           | <b>Expressing</b><br>Why is it special?                                  |                                              | <b>Living</b><br>What is it like to be....                                  |                                     |
| <b>FS Understanding Christianity</b>                                        | <b>Incarnation</b><br>Why do Christians perform nativity plays at Christmas? |                                           | <b>Salvation</b><br>Why do Christians put a cross in an Easter Garden?   |                                              | <b>Creation (God)</b><br>'Why is the word 'God' so important to Christians? |                                     |
| <b>FS Christianity</b><br><b>Judaism</b><br><b>Islam</b><br><b>Hinduism</b> | F2 Which people are special and why?                                         |                                           | F3 Which places are special and why?<br>Virtual <a href="#">Visits..</a> |                                              | F5 Being special:<br>where do we belong?<br>Methodism                       | F6 What is special about our world? |

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|                     | 7 <sup>th</sup> September<br>7 <sup>th</sup> September Training Day | 14.9.26              | 21.9.26 | 28.9.26                                                    | 5.10.26                                                                                                                | 12.10.26                                                                                                         | 19.10.26                                                                          |  | 2.11.26                                       | 9.11.26                                                                   | 16.11.26                                                                        | 23.11.26 | 30.11.26                                                      | 7.12.26 | 14.12.26  |
| <b>Celebrations</b> |                                                                     | National Coding Week | Harvest | Harvest<br><br>Poetry Day<br><br>Introduce Libraries Month | Black History Month<br>(Theme: Honouring Our Communities / Reclaiming Narratives)<br><br>Wormery Experience Space Week | Black History Month<br>(Theme: Honouring Our Communities / Reclaiming Narratives)<br><br>Ghanian Cafe Experience | Black History Month<br>(Theme: Honouring Our Communities / Reclaiming Narratives) |  | Bonfire Night – Firework Safety<br><br>Diwali | Remembrance Sunday<br><br>Tomorrow's Engineers Week<br><br>Recycling Week | Anti Bullying Week<br><br>Protecting Our Planet Day<br><br>World Children's Day |          | St. Andrew's Day<br><br>Hanukkah<br><br>Guru Nanak's birthday | Advent  | Christmas |



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| <p><b>B</b><br/><b>o</b><br/><b>C</b><br/><b>k</b><br/><b>F</b><br/><b>o</b><br/><b>C</b><br/><b>u</b><br/><b>s</b></p>                                                                                                                      | <p><b>Expressive Arts &amp; Design</b> – Linked to Art</p> <p><b>What can we notice when we look closely and draw?</b></p>                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Technology</b></p> <p><b>What can technology help us do?</b></p>                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Expressive Arts &amp; Design</b> – Linked to DT</p> <p>Food Technology – Focus on Harvest</p> <p><b>How can we use food to make something we can enjoy?</b></p>                                                                                                                                                                                                                                                                                                                         | <p><b>Understanding the World</b> (Linked to Geography)</p> <p><b>What can we find where we live?</b></p>                                                                                                                                                   |  | <p><b>Understanding the World – The Natural World</b> Linked to Science</p> <p>Animals including humans</p> <p><b>What makes animals and people special?</b></p>                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Understanding the World – Past and Present</b> – Linked to History</p> <p><b>What happened before and what happens next?</b></p>                                                                                                                                                                                                                                                                        | <p><b>Understanding the World – People, Culture, Communities</b></p> <p><b>How do people celebrate things that are special to them?</b></p>                                                                                                                                                                                                                                                                                                              | <p><b>Understanding the World – People, Culture, Communities</b> Linked to R.E.</p> |
| <p><b>K</b><br/><b>+</b><br/><b>U</b><br/><b>s</b><br/><b>t</b><br/><b>i</b><br/><b>c</b><br/><b>k</b><br/><b>y</b><br/><b>k</b><br/><b>n</b><br/><b>o</b><br/><b>w</b><br/><b>l</b><br/><b>e</b><br/><b>d</b><br/><b>g</b><br/><b>e</b></p> | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can look closely and notice details.</li> <li>I can talk about what I can see.</li> <li>I can use lines, shapes and colours to create a drawing.</li> <li>I can draw objects, people and animals that I recognise.</li> <li>I can add details to make my drawings more realistic.</li> <li>I can draw some features in the correct place.</li> <li>I can choose different tools and materials to create artwork.</li> </ul> | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can identify different types of technology.</li> <li>I can talk about what technology is used for.</li> <li>I can use simple technology with increasing confidence.</li> <li>I can use a tablet or computer to create something.</li> <li>I can take photographs and talk about what I have captured.</li> <li>I can use technology to find out information.</li> </ul> | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can name some different foods and ingredients.</li> <li>I can explore food using my senses.</li> <li>I can follow simple instructions to prepare food.</li> <li>I can use tools safely when preparing food.</li> <li>I can mix, cut, spread and combine ingredients with support.</li> <li>I can make choices about ingredients I use.</li> <li>I can talk about how food looks, smells, feels and tastes.</li> </ul> | <p><b>I Can Statements</b></p> <p>I can talk about where I live.</p> <p>I can recognise familiar places in my local area.</p> <p>I can name some features of my community.</p> <p>I can talk about places I visit with my family.</p> <p>I can describe</p> |  | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can name and describe some animals.</li> <li>I can identify similarities and differences between animals and people.</li> <li>I can name parts of my body and explain what they are used for.</li> <li>I can talk about what animals and humans need to survive.</li> <li>I can describe how animals move and where they live.</li> <li>I can use my senses to explore and investigate.</li> <li>I can talk about how to keep my body healthy.</li> </ul> | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can talk about things that have happened in the past.</li> <li>I can describe events in the order they happened.</li> <li>I can use words such as before, after, first and next.</li> <li>I can talk about changes in my own life.</li> <li>I can look at photographs and talk about what I notice.</li> <li>I can compare</li> </ul> | <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can talk about celebrations that are important to me and my family.</li> <li>I can recognise that different people celebrate in different ways.</li> <li>I can talk about special events, traditions and festivals.</li> <li>I can explore how people celebrate using food, music, clothes and decorations.</li> <li>I can listen to and talk about stories linked to</li> </ul> | <p><b>Christmas</b></p>                                                             |

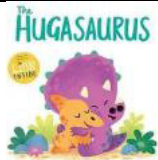
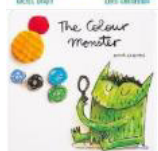
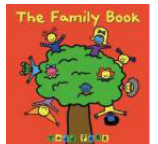
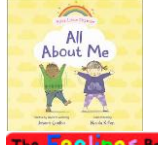
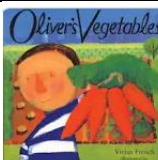
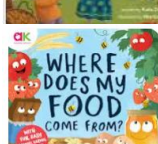
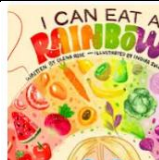
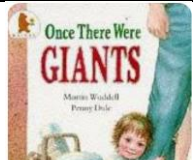
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| <p>I can use my observations to improve my drawing.</p> <ul style="list-style-type: none"> <li>I can talk about my artwork and explain my ideas.</li> <li>I can look carefully at other people's artwork and share my thoughts.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>Artists look closely at the world around them before creating artwork.</li> <li>Looking carefully helps us notice details.</li> <li>Drawings can show what we see, think and imagine.</li> <li>Lines and shapes can be used to create pictures.</li> <li>People, animals and objects have different features that can be included in drawings.</li> <li>Colours can be chosen to represent things we see.</li> <li>Adding details can make a</li> </ul> | <ul style="list-style-type: none"> <li>I can follow simple instructions when using technology.</li> <li>I can use technology safely and carefully.</li> <li>I can explain how technology helps us in everyday life.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>Technology is something people create to help us do things.</li> <li>Different types of technology have different purposes.</li> <li>Tablets, computers and cameras can help us create, communicate and explore.</li> <li>We can use technology to make pictures, record sounds and take photographs.</li> <li>Technology needs instructions from people to work.</li> <li>Some technology can be controlled by</li> </ul> | <ul style="list-style-type: none"> <li>I can create a simple food product.</li> <li>I can talk about what I have made.</li> <li>I can suggest ways to improve my creation.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>Food is made from different ingredients.</li> <li>Fruits and vegetables can come from plants and are part of a healthy diet.</li> <li>Recipes give us instructions to help us make food.</li> <li>We need to wash our hands and use tools safely when preparing food.</li> <li>Different ingredients have different tastes, smells, colours and textures.</li> <li>Ingredients can be changed by mixing, cutting, spreading and combining.</li> <li>We can use our senses to explore and describe food.</li> <li>People have different likes</li> </ul> | <p>what I see around me.</p> <p>I can use simple maps and pictures to find places.</p> <p>I can talk about how we travel to different places.</p> <p>I can notice similarities and difference s between places.</p> <p>I can talk about people who help us in our communit y.</p> <p>I can show care for the environme nt around me.</p> <p><b>Sticky Knowledge</b></p> <p>We all live in a communit y with different places, people</p> | <ul style="list-style-type: none"> <li>I can show care and respect for animals and living things.</li> <li>I can make observations and talk about what I notice.</li> <li>I can ask questions about animals and humans.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>Animals and humans are living things that grow and change over time.</li> <li>Animals and humans have body parts that help them survive and move.</li> <li>Different animals have different features, such as fur, feathers, scales, tails and wings.</li> <li>Animals move in different ways depending on their bodies and habitats.</li> <li>Humans and animals need food, water and care to stay healthy.</li> <li>Our senses help us explore and understand the world around us.</li> <li>Animals live in different habitats</li> </ul> | <p>things from the past and present.</p> <ul style="list-style-type: none"> <li>I can talk about familiar events and experiences.</li> <li>I can create a simple timeline using pictures or objects.</li> <li>I can remember and share past experiences.</li> <li>I can notice how people, places and things change over time.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>The past is something that has already happened.</li> <li>The present is what is happening now.</li> <li>Events happen in a sequence and can be put in order.</li> <li>We can use photographs , stories and objects to help us learn</li> </ul> | <p>different celebrations.</p> <ul style="list-style-type: none"> <li>I can notice similarities and differences between celebrations.</li> <li>I can show respect and interest in other people's beliefs and traditions.</li> <li>I can join in with songs, activities and experiences linked to celebrations.</li> <li>I can explain why something is special to someone.</li> <li>I can share my own experiences and ideas with others.</li> </ul> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>People celebrate special times in different ways.</li> <li>Families and communities have their own traditions and celebrations.</li> <li>Celebrations can include special foods, music, clothing,</li> </ul> |  |
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| <p>drawing more recognisable. Everyone's artwork can be different because everyone notices different things.</p> <ul style="list-style-type: none"> <li>Artists use different tools and materials to create marks.</li> </ul> | <ul style="list-style-type: none"> <li>buttons, touchscreens or commands.</li> <li>We need to use technology carefully and safely.</li> <li>Adults can help us use technology appropriately.</li> <li>Technology is used in many places, including homes, schools and communities.</li> </ul> | <p>and dislikes about food.</p> <ul style="list-style-type: none"> <li>We can design, make and talk about something we have created.</li> <li>Harvest foods are grown and collected from farms and gardens.</li> </ul> | <p>and buildings.</p> <p>Our local area has features such as homes, schools, shops, parks and roads.</p> <p>Maps and photographs can help us find and talk about places.</p> <p>People use different ways to travel around their local area.</p> <p>Some places are close to us and some are further away.</p> <p>People in our community have different jobs and help us in different ways.</p> <p>Places can look different but may have things that are the</p> | <p>that provide what they need.</p> <ul style="list-style-type: none"> <li>People and animals can be similar and different in many ways.</li> <li>We can care for animals by treating them gently and meeting their needs.</li> <li>Living things change as they grow.</li> </ul> | <p>about the past.</p> <ul style="list-style-type: none"> <li>People grow and change as they get older.</li> <li>Some things change over time, while other things stay the same.</li> <li>We can use words such as before, after, first, next and now to talk about time.</li> <li>Our own experiences and memories are part of history.</li> <li>Timelines help us understand the order that things happen.</li> <li>The past can be different from life today.</li> </ul> | <p>decorations and activities.</p> <ul style="list-style-type: none"> <li>Different religions and cultures have important festivals and special days.</li> <li>People can celebrate the same event in different ways.</li> <li>We can learn about other people by listening to their stories and experiences.</li> <li>Celebrations help people come together and spend time with others.</li> <li>Everyone's celebrations and traditions should be respected.</li> <li>Similarities and differences between people make communities interesting.</li> <li>Our own experiences and family traditions are important parts of who we are.</li> </ul> |  |
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|                                                                                        |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    | <p>same.<br/>We can help look after the places where we live.<br/>The environment around us can change over time.<br/>We can use words to describe where things are, such as near, far, next to and behind.</p> |  |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |  |
| <b>F<br/>o<br/>c<br/>u<br/>s<br/>Q<br/>u<br/>e<br/>s<br/>t<br/>i<br/>o<br/>n<br/>s</b> | <ul style="list-style-type: none"> <li>• What can you see when you look at your face?</li> <li>• Where are your eyes, nose and mouth?</li> <li>• How many eyes, ears, arms and legs do we have?</li> <li>• What shape is your face?</li> <li>• What colour are your eyes and hair?</li> <li>• Where does your nose sit on your face?</li> </ul> | <ul style="list-style-type: none"> <li>• What is technology?</li> <li>• Where do we see technology at home and at school?</li> <li>• What different types of technology can we use?</li> <li>• How do we use technology safely?</li> </ul> | <ul style="list-style-type: none"> <li>• What is harvest?</li> <li>• Where does our food come from?</li> <li>• Which foods grow on farms or in gardens?</li> <li>• What fruits and vegetables can you name?</li> <li>• How do we prepare food safely?</li> <li>• What tools can we use to prepare food?</li> </ul> | <p>Where do I live?</p> <p>What is the name of our town or city?</p> <p>What can we see in our local area?</p> <p>How do people travel around our local area?</p>                                               |  | <ul style="list-style-type: none"> <li>• What is an animal?</li> <li>• What animals can you name?</li> <li>• How are animals the same?</li> <li>• How are animals different?</li> <li>• What body parts do people and animals have?</li> <li>• What do humans and</li> </ul> | <ul style="list-style-type: none"> <li>• What does <i>past</i> mean?</li> <li>• What does <i>present</i> mean?</li> <li>• What does <i>future</i> mean?</li> <li>• How do we know when something happened?</li> <li>• What happens first, next and last?</li> </ul> | <ul style="list-style-type: none"> <li>• What is a celebration?</li> <li>• Why do people celebrate special days?</li> <li>• What celebrations are important to different people?</li> <li>• What is the same and different about celebrations</li> </ul> |  |

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| <p>What is different about you and your friends?<br/>What is the same about everyone?</p> <ul style="list-style-type: none"> <li>• How can we draw a person?</li> <li>• What happens if we look carefully before we draw?</li> <li>• What details can you add to make your picture look like you?</li> <li>• Which drawing tools can you use?</li> <li>• How can you improve your drawing?</li> </ul> | <ul style="list-style-type: none"> <li>• What can a computer or tablet help us do?</li> <li>• How do we use a mouse or touchscreen?</li> <li>• How can we take a photograph?</li> <li>• How can we use technology to create a picture or drawing?</li> <li>• What happens when we press different buttons?</li> <li>• How can we make a programmable toy move?</li> <li>• What instructions do we need to give it?</li> <li>• How can technology help people in their everyday lives?</li> </ul> | <ul style="list-style-type: none"> <li>• How can we make a healthy snack?</li> <li>• What colours, textures and tastes can we notice?</li> <li>• Why is it important to wash our hands before cooking?</li> <li>• How can we work safely when preparing food?</li> <li>• What do you like or dislike about different foods?</li> <li>• How can we improve our food creation?</li> </ul> | <p>What buildings and places are near our school?</p> <p>What is a map?</p> <p>How can a map help us?</p> <p>What is the difference between a town, city and countryside?</p> <p>What natural features can we see where we live?</p> <p>How can we care for our local environment?</p> <p>What is the same and different about other places?</p> <p>Why is our local area</p> | <p>animals need to stay alive?</p> <ul style="list-style-type: none"> <li>• Where do different animals live?</li> <li>• What do different animals eat?</li> <li>• How do animals move?</li> <li>• How do we use our five senses?</li> <li>• How can we keep our bodies healthy?</li> <li>• How do we care for animals and ourselves?</li> </ul> | <ul style="list-style-type: none"> <li>• How can we order events in our own lives?</li> <li>• How have we changed from being a baby to now?</li> <li>• What can a timeline show us?</li> <li>• How can photographs help us remember the past?</li> <li>• What things happened before we were born?</li> <li>• How is life different now compared to the past?</li> <li>• How can we describe the order of events?</li> <li>• Why is it useful to know when things happened?</li> </ul> | <p>around the world?</p> <ul style="list-style-type: none"> <li>• How do families celebrate Hanukkah?</li> <li>• Why do Jewish people light the menorah during Hanukkah?</li> <li>• How do people celebrate Diwali?</li> <li>• Why is Diwali known as the Festival of Lights?</li> <li>• Who was Guru Nanak and why is his birthday remembered?</li> <li>• How do Sikhs celebrate Guru Nanak's Gurpurab?</li> <li>• What is St Andrew's Day and why is it celebrated?</li> <li>• What is Advent?</li> </ul> |  |
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| <br>Doing all the good we can |                                                                                                                                                     |                                                                                                                                                                   |                                                                                                                                                     | important to us?                                                                             |  |                                                                                                                                                                | <ul style="list-style-type: none"><li>• Why do some Christians use an Advent calendar?</li><li>• What special objects, foods, songs or clothing are linked to celebrations?</li><li>• How do celebrations bring people together?</li><li>• How can we respect and learn about other people's traditions?</li></ul> |                                                                                                                                                                                           |                                                                                                 |
| <b>Vocabulary</b>                                                                                             | Observe, notice, draw, create, artist, picture, portrait, line, shape, colour, detail, texture, face, eyes, nose, mouth, hair, body, pencil, paint. | Technology, computer, tablet, screen, camera, button, click, tap, record, photo, video, sound, robot, digital, create, explore, safe, instructions, device, help. | Food, harvest, ingredients, recipe, healthy, taste, smell, texture, mix, stir, cut, chop, spread, make, create, prepare, cook, safe, tools, senses. | Home, school, community, local area, place, street, road, shop, park, map, building, people, |  | Animal, human, body, senses, grow, change, move, habitat, fur, feathers, scales, tail, wings, healthy, food, water, care, living, similar, different, observe. | Past, present, future, before, after, first, next, then, now, yesterday, tomorrow, change, grow, old, new, remember, time, order, sequence, timeline.                                                                                                                                                              | Celebrate, celebration, special, family, community, festival, tradition, culture, religion, beliefs, music, food, clothes, decorations, share, together, respect, same, different, story. | Christmas, celebrate, festival, family, Jesus, baby, nativity, story, gift, tree, star, lights, |

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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                            | family,<br>travel,<br>near,<br>far,<br>environ<br>ment,<br>explore,<br>find,<br>notice.                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              | decoration,<br>card,<br>song,<br>church,<br>special,<br>together,<br>kindness,<br>tradition.                                                                            |
| Predicted Texts |      |     |      |     |      |    |    |   |

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## Range 3 Birth to 5 Matters –Autumn Term Focus

### Prime Areas

#### Personal, Social and Emotional Development (PSED)

##### Building Relationships

- Plays alongside other children and begins to join in play.
- Shows interest in other children and what they are doing.
- Begins to develop friendships.
- Seeks comfort from familiar adults when needed.

##### Self-Regulation

- Expresses a range of emotions.
- Begins to recognise feelings in themselves and others.
- Starts to respond to simple boundaries and expectations.
- Uses familiar adults for support when managing feelings.

##### Managing Self

- Shows increasing independence in everyday routines.
- Attempts to do things for themselves.
- Helps with dressing, washing and feeding routines.
- Begins to understand simple choices and preferences.

#### Communication and Language

## Listening, Attention and Understanding

- Listens to simple stories, songs and rhymes.
- Understands simple instructions.
- Responds to familiar questions and conversations.
- Shows attention to what others say.

## Speaking

- Uses a growing number of words.
- Begins to put words together into short phrases and sentences.
- Uses language to express needs, interests and ideas.
- Names familiar objects, people and actions.

## Physical Development

### Gross Motor Skills

- Walks, runs and climbs with increasing confidence.
- Begins to balance and move safely.
- Enjoys physical play and exploring movement.
- Uses large equipment with growing control.

### Fine Motor Skills

- Begins to use tools such as spoons, crayons and brushes.
- Makes marks using different materials.
- Builds towers and joins objects together.
- Develops hand-eye coordination.

## Specific Areas

### Literacy

#### Comprehension

- Enjoys sharing books with adults.
- Shows interest in pictures and familiar stories.
- Begins to join in with repeated phrases and rhymes.
- Responds to simple questions about stories.

#### Word Reading

- Enjoys songs, rhymes and rhythm.
- Notices sounds and patterns in language.
- Shows interest in books and print.

#### Writing

- Makes marks with meaning.
- Explores drawing and mark-making.
- Uses a range of tools and materials to create marks.

### Mathematics

#### Number

- Begins to notice quantities in everyday situations.
- Uses some number words.
- Begins to count in play.
- Recognises that groups of objects can be different sizes.

## Numerical Patterns

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- Notices simple patterns.
- Explores shape, size and position.
- Uses words such as *big*, *small*, *more* and *less*.
- Begins to compare objects.

## Understanding the World

### Past and Present

- Begins to understand simple changes in their own lives.
- Recognises familiar people, routines and experiences.

### People, Culture and Communities

- Shows interest in familiar people and communities.
- Recognises important people in their lives.
- Explores different experiences through play.

### The Natural World

- Explores natural materials and living things.
- Notices changes in the environment.
- Shows curiosity about animals, plants and objects.

## Expressive Arts and Design

### Creating with Materials

- Explores different materials, textures and colours.

- Enjoys painting, drawing, sticking and modelling.
- Experiments with how things can be changed.

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### **Being Imaginative and Expressive**

- Joins in with songs, rhymes and actions.
- Uses pretend play to represent experiences.
- Explores sounds, movement and imaginative play.

These outcomes provide a developmental guide for **18–27 months**, with children progressing at different rates depending on their experiences, interests and individual development.

# Range 4 Birth to 5 Matters – Spring Term Focus

## Prime Areas

### Personal, Social and Emotional Development (PSED)

#### Building Relationships

- Shows interest in other children and begins to develop friendships.
- Plays alongside others and begins to join shared play.
- Notices when others are upset and responds with support.
- Builds secure relationships with familiar adults.

#### Self-Regulation

- Expresses a wider range of emotions.
- Begins to talk about feelings and what they need.
- Starts to manage frustrations with adult support.
- Understands simple rules and boundaries.

#### Managing Self

- Shows increasing independence in daily routines.
- Attempts to do things for themselves, such as dressing and feeding.
- Makes choices and expresses preferences.
- Begins to understand healthy routines.

# Communication and Language

## Listening, Attention and Understanding

- Listens to longer stories and conversations.
- Understands simple questions and instructions.
- Responds to what others say.
- Joins in with songs, rhymes and repeated phrases.

## Speaking

- Uses a growing vocabulary to communicate ideas.
- Talks in sentences and asks questions.
- Talks about experiences and events.
- Uses language during play to describe actions and ideas.

# Physical Development

## Gross Motor Skills

- Moves confidently in a range of ways, including running, jumping and climbing.
- Develops balance and coordination.
- Uses outdoor equipment safely.
- Enjoys active movement and physical challenges.

## Fine Motor Skills

- Uses tools such as brushes, crayons and utensils with increasing control.

- Makes marks and begins to give meaning to them.
- Builds with construction materials.
- Develops hand strength and coordination through play.

## Specific Areas

### Literacy

#### Comprehension

- Enjoys listening to stories and joining in.
- Talks about familiar books and characters.
- Begins to answer simple questions about stories.
- Retells parts of familiar stories through play and talk.

#### Word Reading

- Enjoys rhymes, songs and rhythm.
- Notices sounds in the environment.
- Begins to recognise familiar symbols and print.
- Shows interest in books and handling them carefully.

#### Writing

- Makes purposeful marks.
- Draws lines, circles and shapes.
- Begins to use marks to represent ideas.
- Develops confidence using different writing tools.

# Mathematics

## Number

- Begins to understand that numbers represent quantities.
- Uses number words in play.
- Counts small groups of objects.
- Notices when there are more or fewer objects.

## Numerical Patterns

- Explores size, shape and patterns.
- Uses mathematical language such as *big, small, more, less, same*.
- Sorts and matches objects.
- Notices simple sequences and patterns.

# Understanding the World

## Past and Present

- Talks about familiar experiences and events.
- Begins to understand changes over time.
- Recognises familiar people, places and routines.

## People, Culture and Communities

- Shows interest in their family and community.
- Begins to notice similarities and differences between people.

Explores different experiences through stories and play.

## The Natural World

- Explores natural materials and living things.
- Notices changes in the environment.
- Observes animals, plants and weather.
- Asks questions and investigates through play.

# Expressive Arts and Design

## Creating with Materials

- Explores different materials, textures and colours.
- Uses tools and materials in creative ways.
- Enjoys painting, drawing, modelling and building.
- Begins to talk about their creations.

## Being Imaginative and Expressive

- Joins in with songs, rhymes and music.
- Uses imagination in pretend play.
- Creates simple stories and role-play situations.
- Explores movement, sound and expression.

These outcomes provide a guide for **Range 4 (approximately 2–3 years)** and support planning for children as they move towards **Range 5 (3–4 years)**.



# Range 5 Birth to 5 Matters Summer Term Focus

## Prime Areas

### Personal, Social and Emotional Development (PSED)

#### Building Relationships

- Builds friendships and develops positive relationships with adults and children.
- Plays cooperatively with others and begins to share, take turns and negotiate.
- Shows empathy and concern for others.
- Understands that others may have different feelings and needs.

#### Self-Regulation

- Talks about their own feelings and begins to understand emotions in others.
- Begins to manage their behaviour and emotions with support.
- Listens to instructions and follows simple rules.
- Can focus attention for longer periods during activities.

#### Managing Self

- Shows confidence in new experiences.
- Becomes increasingly independent in dressing, toileting and personal care.
- Makes choices and expresses preferences.
- Understands the importance of healthy choices and routines.
- Perseveres when facing challenges.

# Communication and Language

## Listening, Attention and Understanding

- Listens carefully to stories, conversations and activities.
- Understands and follows more complex instructions.
- Responds appropriately to questions and ideas.
- Joins in with discussions and group conversations.

## Speaking

- Uses a wider range of vocabulary.
- Speaks in longer sentences and explains ideas.
- Talks about past experiences and future plans.
- Uses language during play to develop stories and solve problems.
- Asks questions to find out more.

# Physical Development

## Gross Motor Skills

- Moves confidently with increasing balance and coordination.
- Runs, jumps, climbs and moves safely.
- Uses large equipment with growing skill.
- Develops control when throwing, catching and kicking.

## Fine Motor Skills

- Uses a range of tools with increasing control.
- Holds pencils and other writing tools effectively.
- Begins to form letters and shapes.
- Uses scissors, cutlery and small construction materials confidently.
- Develops hand strength and coordination.

## Specific Areas

### Literacy

#### Comprehension

- Enjoys listening to and discussing stories.
- Retells familiar stories using some detail.
- Talks about characters, events and settings.
- Answers questions and makes predictions.

#### Word Reading

- Shows awareness of sounds in words.
- Joins in with rhymes, songs and alliteration.
- Recognises some letters and their sounds.
- Begins to blend sounds in simple words.

#### Writing

- Makes marks and drawings that represent ideas.
- Gives meaning to marks and symbols.
- Begins to write some letters from their name.

Uses drawing and writing to communicate ideas.

## Mathematics

### Number

- Counts objects accurately and begins to recognise numerals.
- Uses number words in everyday situations.
- Compares quantities using language such as more, fewer and the same.
- Begins to understand number relationships.

### Numerical Patterns

- Recognises and creates simple patterns.
- Explores shapes and their properties.
- Uses positional and measurement language.
- Notices changes in size, quantity and arrangement.

## Understanding the World

### Past and Present

- Talks about experiences from their own lives.
- Begins to understand that things happened in the past.
- Notices changes over time.
- Talks about similarities and differences between past and present.

## People, Culture and Communities

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- Talks about their family, community and experiences.
- Recognises similarities and differences between people.
- Shows interest in different cultures, traditions and celebrations.
- Understands that people have different beliefs and ways of life.

## The Natural World

- Explores and observes plants, animals and natural materials.
- Talks about changes in the environment.
- Makes observations and asks questions.
- Begins to understand caring for living things and the environment.

# Expressive Arts and Design

## Creating with Materials

- Explores a range of materials, tools and techniques.
- Creates drawings, models and designs with purpose.
- Talks about their creations and explains ideas.
- Experiments with colour, texture, shape and form.

## Being Imaginative and Expressive

- Sings songs, rhymes and explores rhythm.
- Uses imagination in role play and small-world play.
- Creates stories and characters.
- Expresses ideas and feelings through music, movement, art and drama.



These outcomes support children working within **Range 5 (3–4 years)** as they develop the skills, confidence and independence needed to move towards **Range 6 and the Early Learning Goals**.