

Independent Learners- have autonomy with regards to their needs, learning and play

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children are able to separate from their parent/carer.	Children explore independently but use their key person as a base to check in. Children know where the bathroom is and accept help when needed. Children are able to find their peg. Children follow the routines of the setting e.g. sitting at lunchtime, most of the time. Children are able to pull themselves up on the climbing equipment. Children pour water/sand from containers accurately.	Children happily explore. Children seek familiar adults for comfort. Children are able to wash their hands independently. Children are able to take their coat off. Children have good knowledge of where the toys belong when tidying up. Children use big arm movements to create marks.	Children happily play alongside other children. Children confidently share their ideas in small groups during cabin time. Children are able to hang up their coat sometimes needing help. Children access the ride ons. Children can use the tools such as cutters and rolling pins in the playdough.	Children actively take part in group times e.g. joining in singing, actions, music and dancing. Children begin to hold a pencil at the bottom. Children are able to thread big, chunky beads.	Children are able to engage in independent play, sharing their interests and making choices confidently. Children demonstrate good hygiene practices e.g washing hands. Children are able to find their peg and hang up their coat. They independently put their belongings in their tray.

Independent Learners- have autonomy with regards to their needs, learning and play

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children are able to separate from their parent/carer. Children explore independently but use their key person as a base to check in. Children know where the bathroom is and accept help when needed.	Children happily explore the setting, engaging in activities independently for short periods of time. Children understand the routines and expectations of the setting and are able to navigate their day. Children know words that	Children happily explore the setting, engaging in activities independently for longer periods of time. Children know when to ask if something is unsafe e.g. jumping from a height. Children are beginning to put on their waterproofs and wellies by	Children are confident and willing to have a go. Children enjoy helping with tasks in the preschool e.g. helping prepare snack. Children can put on their shoes by themselves. Children use the toilet	Children hold the pencil at the bottom and have good control. Children know some of the letters in their name. Children reference the name word cards in the art area to support early writing.	Children are able to make informed choices and know how to look after themselves appropriately in play, dressing appropriately for the weather and assessing risk in their play. Children are able to dress and undress including waterproofs and wellies and them away.

<p>Children are able to find their peg.</p> <p>Children follow the routines of the setting e.g. sitting at lunchtime.</p>	<p>describe the weather, such as chilly, rainy, sunny, warm.</p> <p>Children are able to take off their wellies and waterproofs independently and hang their belongings on their pegs.</p> <p>Children give meaning to the mark they make.</p>	<p>themselves, needing only a little help.</p> <p>Children are responsible for their belongings, knowing where to put them e.g. their tray.</p> <p>Children hold a pencil near the bottom.</p>	<p>independently most of the time.</p> <p>Children are interested in writing their name.</p>		<p>Children begin to write their name on their pictures and put them away.</p>
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Part of the Tiny Tots Family-to promote happy, confident children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
<p>Children are able to separate from their parent/carer.</p> <p>Children begin to form a relationship with their key person.</p>	<p>Children explore independently but use their key person as a base to check in.</p> <p>Children enjoy joining in with celebrations such as Christmas activities.</p> <p>Children follow the Tiny Tots Way with support from an adult.</p> <p>Children name their family in the buddy book.</p>	<p>Children happily explore independently.</p> <p>Children seek familiar adults for comfort.</p> <p>Children can identify key body parts such as the head, eyes, nose.</p> <p>Children can name important people to them.</p>	<p>Children happily play alongside other children.</p> <p>Children confidently share their ideas in small groups during cabin time.</p> <p>Children use the vocabulary for happy and sad and maybe other emotions</p>	<p>Children actively take part in group times e.g. joining in singing, actions, music and dancing. .</p> <p>Children show concern when someone is sad.</p> <p>Children follow the Tiny Tots Way most of the time.</p>	<p>Children are settled and happy and have good relationships with their key person and a small group of peers.</p> <p>Children are able to find and identify their page in the buddy book.</p> <p>Children work towards collecting rewards for the group by following the Tiny Tots way.</p>

Part of the Tiny Tots Family-to promote happy, confident children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
<p>Children can identify themselves and their family in the buddy book. They can name some of their peers.</p> <p>Children are able to separate from their parent/carer.</p> <p>Children begin to form a relationship with their key person.</p> <p>Children are interested in others' play.</p> <p>Children can label the basic emotions in a story or game.</p>	<p>Children talk positively about themselves.</p> <p>Children enjoy celebrating different festivals using new vocabulary.</p> <p>Children begin to join in with others play, either playing alongside or in cooperative play e.g. chasing games.</p> <p>Children can label their own emotions with support.</p> <p>Children understand the expectations of the setting, following the Tiny Tots Way with some support.</p>	<p>Children can identify children who they enjoy playing with.</p> <p>Children happily explore festivals from around the world.</p> <p>Children are able to play cooperatively with other children, beginning to act out roles.</p> <p>Children can label their own emotions most of the time and begin to label others emotions.</p> <p>Children follow the Tiny Tots Way most of the time.</p>	<p>Children have begun to form strong relationships with their peers, seeking them out for play.</p> <p>Children can label emotions in themselves and say why. They are beginning to suggest why someone is feeling the way they do.</p>	<p>Children notice differences and similarities between peers and themselves.</p> <p>Children reflect on festivals we have celebrated.</p> <p>Children can identify emotions and themselves and are beginning to offer suggestions on how to make themselves and peers feel better.</p>	<p>Children talk positively about their peers, knowing that we have similarities and differences.</p> <p>Children work collaboratively with their peers.</p> <p>Children can identify their own and others emotions and how to respond appropriately.</p> <p>Children know what makes a good friend.</p> <p>Children know how we follow the Tiny Tots way, actively helping peers and staff.</p>

Sing 8 Nursery rhymes by the age of 4 word for word

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children sit and listen to music group times when supported by an adult.	Children sit to listen at music time.	Children enjoy music and dance sessions. Children turn to familiar sounds.	Children enjoy music and dance sessions and move their body to the rhythm. Children notice different sounds in their environment and can sometimes identify what they are.	Children experiment with the sounds of musical instruments, knowing when to play louder, quieter, fast or slow. Children copy fingers movements and gestures.	Children join in with the actions to several well known nursery rhymes. Children will finish the ending to a well known song e.g. 'Humpty, Dumpty sat on a...' Children will tell you what their favourite nursery rhyme is. Children will join in with clapping rhythms.

Sing 8 Nursery rhymes by the age of 4 word for word

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children join in to clapping games during carpet time. Children attempt to join in with music sessions and follow directions.	Children can copy a simple beat. Children enjoy music and dance sessions and actively participate either through actions, dancing or singing.	Children begin to know that some words sound the same. Children are beginning to notice different rhythms in words such as syllables. Children can copy simple tunes in songs.	Children are more confident suggesting words that rhyme and will understand that these words are similar as they sound the same. Children can identify syllables in words with support.	Children become familiar with five common nursery rhymes, joining in with the words and actions. Children use some vocabulary used in songs and topics in their play or conversation. Children clap the correct amount of syllables in words, needing a little support. Children are happy to share their ideas with staff and peers.	Children are able to sing the words to 8 songs alongside the group. Children are able to finish a rhyming string or suggest words that sound the same as each other. Children follow the actions to the songs. Children talk confidently and have a wide vocabulary, they are able to express their ideas and needs.

Become a storyteller- be able to retell their favourite story

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children sit for short periods to read stories with an adult.	Children sit and listen to a story at group times when supported by an adult.	Children sit to listen to the story at group time, sometimes needing support to stay seated. Children turn the pages of a book independently, sometimes turning a few pages at a time.	Children sit to listen to the story at group time. Children look at books independently.	Children enjoy a range of books. Children can talk about key points in the day e.g. lunchtimes. Engages in simple play with puppets/small world toys associated with a story.	Children enjoy sharing books, knowing how to take care, and turning pages carefully. Children have favourite books. Children join in with repeated refrains. Children join in with actions for books.

Become a storyteller- be able to retell their favourite story

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children enjoy a range of books. Children look at books independently.	Children can identify which is their favourite story. Children know how to look after books.	Children join in with repeated phrases during story and group times. Children are inquisitive about the day, asking when something will happen e.g. when will it be lunchtime?	Children can name the characters in the book. Children know the structure of a book, turning the pages in the correct order. Children can use the visual timetable to help them know what will come next in their day.	Children play out story themes, sometimes using words and phrases from a familiar story. Children can name key times in the day, often knowing what comes next. Children use vocabulary from stories and topics in play.	Children role play a familiar story. Children can sequence familiar routines. Children can retell a story, using the language first, then, next, discussing what happens and main characters.

Master of the big five					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children enjoy listening to counting songs.	Children enjoy listening to number and counting songs.	Children say number names in play. Count in everyday situations, sometimes missing numbers(e.g. 1,2,4,5)	Children are able to count numbers but rote to 3. Children enjoy sorting toys and resources in groups.	Children are able to count in order by rote to at least 5. Children are able to play with quantity, knowing when an amount has changed and using the language more for quantities up to 3. Children show an interest in signs and numbers in play. Children may join in counting songs.	Children are able to count in order by rote to at least 5 and beyond. Children are beginning to subitise small amounts. Children use the rhythm of counting in play such as clapping. Children notice numerals in their environment. Takes part in finger rhymes.

Master of the big five					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children can count by rote to 5. Children can recognise numbers of significance such as their age. Children play with numbers and quantities such as volume in water play.	Children can count by rote to 5 and beyond. Children are able to count quantity to 3. Children know that dots on a dice represent an amount. Children may be able to subitise small numbers to 3. Children notice numerals in the environment and can sometimes name them. Children are able to compare two different amounts.	Children can count quantity to 5. Children are able to subitise to 3. Children can recognise numbers to 3. Children know that numbers represent an amount. Children can say one more to numbers up to 5.	Children are able to count by rote to 10. Children are able to subitise to 5. Children are able to show the amount on their fingers, sometimes having to count them as a prompt. Children can recognise numbers to 5. Children can add more to a group to make a number up to 5.	Children can count quantity to 5 and say the total of the group when asked how many. Children can subitise to 5. Children show how many fingers without counting. Children can recognise numbers to 5 and beyond. They begin to order numbers and match quantity to numeral. Children can add more or take away counters in a group to make a number up to 5.	Children can count by rote to 10 and beyond and sometimes backwards Children can count up to at least 5. Children can say the total of a given group (cardinality). Children can subitise to 5. Children recognise, match and order numbers to 5. Children understand the composition of the number 5 (for example, 2+3= 5, 4+1=5).

Explain a life cycle					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children comment on the world around them.	Children enjoy looking at the buddy book, pointing to themselves and family members.	Children can find their page in the buddy book and name others.	Children can sort similar items such as animals or colours.	Children begin to sort items into big and little.	Children are interested in how we grow up, such as themselves and others around them. Children use the language of size. Children understand that some things happen now and some things happen later.

Explain a life cycle					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children talk positively about what they can do now compared to when they were a baby.	Children can talk about key events that happen throughout the year such as Halloween and Christmas. Children notice the changes of the season for winter, using key vocabulary, such as cold and icy.	Children notice the changes of the season for winter, using key vocabulary, such as cold and icy.	Children plant seeds and care for growing plants. Know that plants need sun and water to grow. Notice the changes of spring, changing seasons using key vocabulary e.g. flowers, warm, sunny, green, next. Children know key routines in the day, referencing visual timetable. Children can sequence common activities such as washing hands.	Predict what may be in the eggs and name other animals that come from eggs. Shows interest in the life cycle of the eggs and observes changes. Observe how the plants have grown, using language of size such as tall and big. Look at pictures of when they first started and when they were a baby, knowing they have changed. Children know key routines in the day and can predict what will come next. Farm visit- use key vocabulary.	Children can compare how they have changed and grown using the language of time. Children show awe and wonder in the changing cycles of ducks, caterpillars and plants. Children use the language of size and opposites to compare. Children use the language of time such as 'next' and 'then'. Children are able to retell a life cycle.

Have a favourite artist					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds	2-3 year olds
Children make marks with hands and fingers in different media.	Children begin to mark make with big movements.	Children may be able to draw horizontal and vertical lines.	Children can make big circles with different media.	Children explore materials with the senses, enjoying different sensory play. Begin to name parts of their pictures to add meaning.	Children will be confident to explore the art area and use a range of media. Children may express a favourite colour. Children will be able to name some colours.
Have a favourite artist					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds	3-4 yr olds
Children begin to develop their scissor skills to cut and snip items to construct in a collage. They use the language, favourite, best, like, cut, round, snip, stick, place.	Children gather and use natural resources to construct an art piece, using language, natural, stone, leaf, hard, cold, circle, layers, colours, autumn.	Children explore the media of charcoal and ink. Children roll paper, with the support of an adult to make scrolls. Children hold a pencil near the bottom.	Children use basic sculpting tools such as clay tools, using vocabulary of poking, scraping, cutting, sliding, slicing. Explore colours and colour mixing.	Children talk about photos and take photos using the tablets. Children collectively arrange photos to make a big art piece. Children use vocabulary related to photos such as picture, photo, take, camera, print, arrange, big. Show different emotions in their work through drawing or colours.	Children are confident at using different media and tools including rulers and tape. Children can name their favourite artist/art project and why. Children use a wide vocabulary related to concepts such as pattern, colour, texture and verbs. Begin to include details and features in their painting and drawings. Be able to construct and join materials.