

2-Year Progressive Possible Lines of Development (PLODs)

This 2-year cycle is designed to accommodate both returning Nursery children and new Reception starters, ensuring progression without unnecessary repetition. The core structure remains consistent across both years but emphasises:

- Same concepts through different content: For example, the concept of community might be explored through celebrations in one cycle and people who help us in the other. This ensures breadth and depth across the two years while maintaining key developmental themes.
- Developmentally appropriate entry points for Reception children: Planning is designed to allow for differentiation, enabling new Reception children to access concepts at an introductory level, while returning children from Nursery revisit those same concepts through deeper or extended PLODs.
- Where termly focuses remain the same across both years, learning opportunities and vocabulary are appropriately differentiated to reflect the developmental stages of Nursery and Reception children. This ensures all children can access the core concepts at their level, while allowing progression and deepening of understanding over time.

Term	Key Question	Rationale	Cycle 1 Focus	Cycle 2 Focus	Key Concepts & Vocabulary
Autumn 1	Who am I and what is my place in the classroom and school community?	The start of the year is ideal for settling in and exploring identity, friendships, and classroom expectations to build belonging and emotional security. Children ask foundational questions such as <i>Who am I? Who are my friends? Where do we go to school?</i> This term also aligns with Black History Month, offering a meaningful context to explore representation, family, similarities and differences, and celebrate Black heroes, strengthening children's sense of identity and community.	<ul style="list-style-type: none"> • All About Me • Ourselves • My Superpowers • Black History Month – Identity, family, likes/dislikes, forming friendships, and celebrating Black heroes. 	<ul style="list-style-type: none"> • All About Me • Ourselves • My Superpowers • Black History Month – Revisiting identity and introducing Black History Month. 	Me, my family, different/similar, school, friends, tolerance, identity, classroom, routines, listening, rules, Black History, celebration, respect
Autumn 2	Who are the people in my community and how do they celebrate and live?	This term offers rich opportunities to explore diverse communities and cultures through celebrations and festivals. Children naturally question <i>Who are my friends and teachers? What takes place in their homes? How do I and others celebrate? How are people similar or different to me?</i> These reflections promote mutual respect and understanding. The inclusion of Nursery Rhyme Week supports cultural heritage and language development, reinforcing community bonds.	<ul style="list-style-type: none"> • Celebrations & Festivals • Nursery Rhyme Week • Autumn 	<ul style="list-style-type: none"> • Celebrations & Festivals • Nursery Rhyme Week • Autumn 	Celebration, culture, belief, respect, traditions, light/dark, neighbours, community, autumn, winter, rhyme, diversity

<p>Spring 1</p>	<p>What is the wider world like and how does it compare to my local world?</p>	<p>With growing curiosity and confidence, children explore broader places and stories. They investigate <i>What is my world like? What is similar or different to where I live? What is my place on the planet?</i> Using traditional tales and settings from space, jungles, forests, and seashores encourages comparing fantasy with real worlds and introduces cultural diversity and environmental awareness.</p>	<ul style="list-style-type: none"> • Traditional Tales, • World (Space, Jungle, Forests, Holidays) – compare fantasy and real worlds 	<ul style="list-style-type: none"> • Traditional Tales with a twist • World (Space, Forests, Seashores) – varied settings and culture 	<p>world, country, planet, space, hot/cold, contrast, story settings, imagination, comparison, difference</p>
<p>Spring 2</p>	<p>What things take place in the world and how do I take part in them?</p>	<p>As routines embed and children gain confidence, this term invites exploration of everyday life and participation in the world around them. Children ask, <i>What happens every day? What things do I do at home? Do I do the same as my friends? Where do things come from?</i> This encourages understanding of sequence, habit, change, and cultural customs, supported by themes like weather, growth, food, shopping, and historical comparisons.</p>	<ul style="list-style-type: none"> • Weather and Seasons • Growth and Change • Journeys • Food and Eating • Toys and Play • Homes and Families 	<ul style="list-style-type: none"> • Weather and Seasons • Growth and Change • Transport • Shopping and Money • School – Then and Now (historical & cultural comparisons) 	<p>sequence, routine, habit, change, experience, comparison, past/present, roles, culture, customs</p>
<p>Summer 1</p>	<p>What other living things are in the world and how do we care for them?</p>	<p>Warmer weather fosters outdoor learning and firsthand observation of animals and plants, prompting questions such as <i>What else lives in the world? Where do animals live? How are living things similar or different to me? What can I do to take care of them?</i> This nurtures responsibility, respect, and environmental awareness through themes of animals, habitats, life cycles, and care.</p>	<p>Animals and Habitats</p> <ul style="list-style-type: none"> • Life cycles • Dinosaurs • Wild Animals • Minibeasts 	<p>Animals and Habitats</p> <ul style="list-style-type: none"> • Life cycles • Pondlife • Pets • Farm 	<p>life cycle, animals, growing, changing, care, habitat, respect, similarities, differences, environment, responsibility, observe, protect</p>
<p>Summer 2</p>	<p>How do I explore the wider world and what is my place in it?</p>	<p>As the year closes, children reflect on journeys, aspirations, transitions, and their role within society and environments. They consider <i>What things take place in the world and how do I fit in? What different things do people do? How does the world work? How can I get to different places?</i> This term revisits community roles supporting transitions to new settings and introducing broader travel and cultural awareness.</p>	<ul style="list-style-type: none"> • People Who Help Us (through emergency services) • Travel (Summer Holidays, Town and Country, Safari) 	<ul style="list-style-type: none"> • People Who Help Us (through superheroes) • Travel (Cities, Where in the World is Barnaby Bear?) 	<p>travel, destination, map, job, help, world, aspiration, transition, holiday, movement, place, community, role, safety, emergency</p>