

	Nursery					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school topic	Inspiring Norfolk		A Picture paints a thousand words		Unplugged from Life	
EYFS Theme	Me and my world!	Look around you!	Amazing animals!	Come outside!	Terrific tales!	Fun at the seaside!
Key Texts *traditional tale* (at least 1 per half-term).	Retelling	Labelling- orally	Rhyming words	Story sequencing beginning, middle and end	Rhyming words	Labelling- initial sounds
	The Colour Monster Hello, friend Goat Goes to Playgroup *The Little Red Hen* Farmer Duck (Harvest) Autumn leaves are falling down (song) Funny bones (link to Halloween)	5 little fireworks standing in a row (song) Firework safety instructions We're going on a bear hunt The gruffalo One snowy night Big bear, little bear (polar habitats). *The elves and the shoe maker* The jolly postman Non-fiction texts: Letters to Santa	Dear Zoo Tiger who came to Tea The emperor's egg *The ugly duckling* The Very Hungry Caterpillar (healthy eating) Oi Frog (rhyming) Crunchy Croc The Butterfly The gruffalo Non-fiction texts: Instructions about animal care	The naughty bus *3 billy goats gruff* Granny went to Market (where we live) The tiny seed We're Going on an Egg Hunt Supertato (vegetables/healthy eating) Non-fiction texts: Seed instructions	*Little Red Riding Hood* *Hansel and Gretel* Robin hood *The Gingerbread Man* Each peach pear plum	Pirates loves underpants Innovate 'We're Going on a Bear hunt' (we're going on a pirate hunt). Light-house keeper's lunch or another pirate text if children enjoying pirates Tiddler Pinocchio (link to old fashioned toys/make puppets) Non-fiction texts: Fact files about sea animals
Topic themes	Our classroom/garden My body/me/senses Being kind, safe Sharing My birthday Autumn/Harvest/farms Halloween	Colours Mixing colours Fireworks Polar habitats Christmas Diwali Hanukkah Letters to Santa	Chinese new year Valentines Random acts of kindness week Creatures in our garden (mini beasts) Pets and vets Farm animals Safari Animal patterns David Attenborough Habitats	Travel/vehicles Seeds Plants Fruit and vegetables Food tasting Easter	Safety – police officer – who else could have helped little red riding hood? Police officer visit? Jobs when I'm older Season changes Forests – walk to the big playground to the trees Traditional tales Sequencing stories Nursery rhymes Castles	Summer/the seaside Under the sea Pirates Map work – find the treasure
Phonics	General sound discrimination – environmental sounds/sounds around us	General sound discrimination – instrumental sounds/explore instruments and their different sounds	General sound discrimination – body percussion Alliteration Animal sounds	Rhythm and rhyme Voice sounds	RWI phonics Set 1 sounds	RWI phonics Set 1 sounds
Dates for the diary	Harvest Festival	Bonfire Night- 5 th November	Chinese New Year- Holi-	Easter	Banham Zoo Visit Eid	The Big Toddle Reports

	Autumn Parents Meetings	Diwali- 14 th November Hanukkah Christmas				
RSE curriculum	Germs/handwashing/using the toilet/feelings/kindness/sharing	Feelings/Pants/social skills	Animal life cycles Oral hygiene	Pants	Caring for others/kindness	Internet safety
C&L: Listening, Attention and Understanding	Listen to noises in stories, recognise familiar sounds, show interest in sounds, songs & rhymes. Use and understand verbs, follow instructions, answer simple questions, understand simple concepts.	Listen to stories with increasing attention & recall, join in with key phrases. Listen to people in a group. Show an understanding of prepositions, follow simple instructions.	Maintain attention, concentrate and sit quietly during an activity. Understand humour (sharing and telling funny stories), Listen to ideas expressed by others.	Follow directions (egg hunt) Understand 'how' and 'why' questions. Respond to two part instructions.	Two channelled attention – listen and do for a short span. Follow a story without pictures or props.	Focus attention and persist with an activity. Follow a story without pictures or props.
C&L: Speaking	Speak to unfamiliar people – begin to form new friendships. Hold a conversation. Tell a simple story.	Ask simple questions, use simple sentences.	Ask questions, link thoughts. Use a range of tenses. Use vocabulary that reflects knowledge & experiences	Retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening anticipate, recall & relive experiences.	Link statements & stick to a main theme. Extend vocabulary – grouping & naming, exploring the meaning & sound of new words.	Use language to imagine and recreate roles & experiences in play. Develop a narrative. Use talk to organise, sequence & clarify thinking.
PSED: Building Relationships	School Rules, initiate play, demonstrate friendly behaviour. Playing in small groups. PATHS compliments	Playing in small groups. Extend play, initiate conversations. PATHS compliments	Ask questions, take into account other people's ideas. PATHS compliments, Growth Mindset: Teamwork, Have-a-go	Take steps to resolve conflicts, explain knowledge & understanding. PATHS compliments, Growth Mindset: perseverance, challenge	Show sensitivity to others' needs & feelings. PATHS compliments, Growth Mindset: imagination, curiosity	Form positive relationships with children and adults. PATHS compliments, Growth Mindset: reflection, concentration
PSED: Self-regulation	Ask for help, try new things, talk about home, use resources independently. PATHS compliments	Talk about community, value praise PATHS compliments	Talk about self in positive terms, answer questions about opinions, needs, wants, interests. PATHS compliments	Talk about abilities, share opinions, ideas, interests with peers. PATHS compliments	Ask for help when needed. Show and tell, circle time. PATHS compliments	PATHS compliments Show and tell, circle time
PSED: Managing self	Understand wishes may not always be met, think about others. Golden Rules Communicate need for toilet, ask for help when needed. Become aware of dangers.	Share feelings, understand how actions affect others, adapt to changes in routine. Grow in independence Use equipment & tools in a safe manner, attend to toileting needs themselves. Drink without spilling.	Understand how actions affect others. Observe the effect of activity on their body, dress themselves.	Negotiate & solve problems, be aware of behavioural expectations. Talk about needs, e.g., hunger, transport equipment safely.	Adapt behaviour to different situations and changes in routine. Practice safety measures without supervision, manage risks, understand about healthy eating.	Preparation for transition, changes & higher expectations. Understand good practices with regards to exercise, eating, sleeping & hygiene. Brushing teeth.
PD: Gross fine motor skills	Turn pages in books, use tools.	Kick/catch balls	Travel with confidence in different ways. Stand on 1 leg	Move in different ways, negotiate space successfully, show awareness of others when moving	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Show increasing control over an object e.g. ball, hula hoop
PD: Fine motor skills	Wiggly writing. Using feathers to write in materials	Copy shapes and letters e.g. from name. Wiggly writing: writing to music. Lines and circles.	Dough gym Use scissors	Dough gym Increased accuracy with scissors	Begin to form recognisable letters, move around and change direction.	Wiggly writing: pencil grip and forming sounds.

					Wiggly writing: pencil grip and mark making. Begin to show accuracy and care when drawing. Using a comfortable grip	Show accuracy and care when drawing and cutting
L: Reading	Join in with rhymes and songs. Repeats words or phrases from familiar stories.	Handle books carefully, hold books the correct way up, listen with increasing attention and recall. Recognises their name/first letter of their name.	Enjoy rhyming activities, use vocabulary and forms of speech influenced by books, enjoy a range of books, know information can be retrieved from books/computers	Describe story settings, events & principle characters, show interest in print in book & environment, join in with stories	Recognise familiar words & signs, know that English is read from left to right, top to bottom, suggest story endings..	Hear initial sound in words, identify letters and corresponding sounds, continue a rhyming string
L: Writing	Make meaningful marks.	Make meaningful marks.	Give meaning to their own marks. Make distinguished shapes when drawing.	Ascribe meanings to marks they see in different places.	Begin to form recognisable letters. RWI	Begin to form recognisable letters, write own name. RWI
L: Comprehension	Self-portraits, all about me. Point out their features Recount of traditional tale. Using their own words for role-play/small world	Labelling orally Discussing stories Anticipate key events in stories	Discussing facts Understand and apply new vocab T4W	Instructions: planting a seed T4W	T4W Asking someone questions	Recall facts
M: Number	Daily counting and numeral recognition-number of the week and using numbers to 31 to count up to the date. A different special person each day to find an item/object for that number. Say number names in sequence (0-10). Know numbers represent how many are in a set- finding numicon tiles/objects to match numbers (model this during number of the week). Model lining objects up and counting them carefully. Use number names in play.	Daily counting and numeral recognition-number of the week and using numbers to 31 to count up to the date. A different special person each day to find an item/object for that number. Match numbers to a set- model using a tens frame to count objects (match to numicon). Understand anything can be counted- count claps/number of children/jumps during input. Count with fingers-number of the week/how many children there are etc. Compare quantities and use 'more' and 'less' to describe- use sweets/dinosaurs/shells. Solve a number problem. Show interest in numbers in the environment- number hunt.	Daily counting and numeral recognition-number of the week and using numbers to 31 to count up to the date. Represent numbers using fingers/meaningful marks. Solve a number problem.	Daily counting and numeral recognition. Separate groups of objects in 3 or 4 different ways beginning to notice the total is the same. Solve a number problem.	Daily counting and numeral recognition. Splat square. Solve a number problem. Counting out a total from a larger group, match total and numeral.	Daily counting and numeral recognition. Splat square. Problem solving. <i>Consolidation/Prep for Reception.</i>
M: Numerical patterns	Play with shapes. Puzzles. Create patterns with objects	2D shapes – name. Group and categorise objects.	Verbally count beyond 20, recognising the pattern of the counting system.	Identify 1 more/less. Compare groups of objects saying when they are the same.	Explore and represent patterns within numbers up to	Use shapes appropriately for task. Show interest in shape by sustained construction

		Talk about past, present and future.	Describe 2D shapes.	Show awareness of similarities of shape in the environment. Everyday language for time.	10. Odd and even numbers. Positional language. Length, weight, capacity, explore and order.	activity/talking about shapes. Order familiar event- Everyday language for time- Talk about past, present and future.
UW: People, culture and communities	Have sense of family & relations, make believe in role play, learn there are similarities & differences between peers.	Know things that make them unique, describe special times in life.	Show interest in different ways of life.	Enjoy joining in with family customs & routines, traditions.	Learn about different communities.	Talk about special times, events, traditions and people.
UW: Past and present	Begin to make sense of their own life-story and family's history		Show interest in different occupations. Learn about the history of traditions, holidays		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
UW: The natural world	Enjoy playing with small world, notice detailed features of objects in their environment.	Develop an understanding of changes over time, comment/ask questions about aspects of their familiar world.	Develop and understanding of growth & decay, talk about things they have observed.	Show care & concern for living things and the environment, talk about why things happen and how things work.	Look closely at similarities, patterns and change.	Respond to open-ended questions about things they have observed.
EAD: Being Imaginative and expressive	Join in with songs, create sounds by banging, shaking, tapping or blowing, experiment with blocks.	Show an interest in the way musical instruments sound, experiment with colours and marks.	Imitate movement in response to music, tap our simple repeated rhythms, explore & learn how sounds can be changed, draw shapes to represent things	Explore colours & how they can be changed, explore textures, use various construction materials, construct with enclosures and spaces, move rhythmically.	. Combine different media, experiment with textures, manipulate materials to achieve planned effect, use tools & techniques competently, select resources and adapt work.	Join construction pieces together to build and balance, realise tools can be used for a purpose, sing familiar songs & join in with dancing/ring games.
EAD: Creating with materials	Use representation to communicate, make believe by pretending.	Use props to develop role play, sing to self & make up songs.	Use movement to express feelings, ideas & experiences, create simple representations of events, people & objects.	Add narratives to role play, use a range of media, create movement in response to music.	Combine movement & gesture to express & respond to feelings, play in a group to develop a narrative.	Choose colours for purpose. Include storylines in play.
Art, Design Music	Self portraits Shape, form, colour Painting with different materials making natural paint brushes. Mixing media	To begin to be interested in and describe the texture of materials. Patters, colour. Drawing shapes.	To explore printing with different materials. Painting on different textures. Collage. Self portraits Shape, form, colour	Using recycled materials to create 3D art.	Self portraits Shape, form, colour Observational drawing- Austin's butterfly. To use lines to enclose a space and begin to use shapes to represent objects. Open studio work.	To explore colours and how they can be changed inspired by Jackson Pollock To choose particular colours to use for a purpose.
Music	Singing nursery rhymes Drawing to music Nursery rhymes/songs: 1 st /2 nd /3 rd little pig where are you? When Goldilocks went to the house of the bears, One finger, one thumb keep	Singing nursery rhymes Matching sounds to instruments Nursery rhymes/songs: twinkle twinkle, the wheels on the bus, 10 little	Body percussion Singing simple songs Nursery rhymes/songs: days of the week song, heads, shoulders, knees and toes, five	Identify loud and soft noises High and low pitch Nursery rhymes/songs: the incy wincy spider, 5 little ducks, hop little bunnies, row, row,	Exploring percussion instruments Nursery rhymes/songs: the grand old duke of York, 10 little sausages.	Exploring percussion instruments Nursery rhymes/songs: humpty dumpty, I'm a little teapot

	moving, Old Macdonald, bounce the teddy (my turn your turn).	fingers, 1, 2, 3, 4, 5, wind the bobbin up.	little speckled frogs, go bananas.	row your boat, baa baa black sheep.		
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