

	Reception					
	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 Family	Once upon a time?	Rhyming and Rhythm	Bears	Space	In the wild
Key Texts	Story retelling		Rhyming words	Story sequencing beginning, middle and end	Story writing	
	Owl babies The colour monster The colour monster goes to school So much You Choose And tango makes three Only one you	After the Storm- Percy the Park Keeper Christmas books The Three Little Pigs Goldilocks and the Three Bears Princess and the Pea Diwali story	Julia Donaldson collection Oi Frog series Auld lang syne Each peach pear plum	Brown bear, brown bear what do you see? Peace at last Biscuit Bear We're Going on a Bear Hunt	Whatever next The Way Back Home Aliens Love Underpants Look Up Little People, Big Dreams Ada Twist Scientist	Jack and the Beanstalk When the bees buzzed off Dinosaurs love underpants Tyrannosaurus Drip
C&L: Listening, Attention and Understanding	Establish school rules: safe, ready, respectful. To understand how to listen carefully and why listening is important. Begin to learn new vocabulary (including school rules and vocabulary through stories). To engage in story time.	Ask questions to find out more information. Describe events in some detail.- story retelling. Listen to and talk about stories to build familiarity and understanding.	Articulate their ideas and thoughts in well-formed sentences. Listen carefully to rhymes and songs, paying attention to how they sound. To identify some rhyming words and continue a rhyming string.	Use talk to organise thinking, ask questions and to explain how things work and why they might happen.	To engage in non-fiction books. To develop familiarity with new knowledge and vocabulary. To hold a conversation and engage in back and forth exchanges with others.	
PSED: Self regulation	Following and embedding class routines. Identify and moderate their own feelings socially and emotionally. Taking turns and waiting. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.	Talks about their own and others' feelings and behaviour and its consequences. They show confidence in choosing resources and show resilience and perseverance in carrying out a chosen activity.	Express their feelings and consider the feelings of others.	To focus their attention and to be able to follow instructions.	To explain the reasons for rules, know right from wrong and try to behave accordingly.	
PSED: Managing Self	See themselves as a valuable individual. Recognise they belong to different communities and social groups and communicates freely about own home and community.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. To develop an understanding of good oral health.	Show resilience and perseverance in the face of challenge. Help them reflect and self evaluate their own work.	Setting their own goals and learning how to achieve them. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, without direct supervision.	

PSED: Building Relationships	Is aware of behavioural expectations. Shows empathy and comfort to others.	Has a clear idea about what they want to do in their play and how they want to go about it.	Build constructive and respectful relationships. Ensuring they listen to their peers.	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.		
PD: Fine motor	Shows a preference for a dominant hand. To trace patterns with some control (lines, zigzags, waves). Uses a knife and fork to eat with.	Uses simple tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To teach and model a tripod pencil grip. Begins to form recognisable letters.	Handles tools, objects, construction and malleable materials safely and with increasing control.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	To begin to show accuracy and care when drawing and writing.	
PD: Gross motor	Experiments with different ways of moving. To develop upper arm and shoulder strength and core strength to support writing. Jumps off an object and lands appropriately (with two feet).	Travels with confidence and skill around, under, over and through balancing and climbing equipment. To show strength, balance and coordination when travelling.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	To develop and refine ball skills, such as pushing, patting, throwing, catching, kicking or aiming. To combine different movements with ease and fluency.	Revise and refine the fundamental movement skills, such as running, jumping, dancing, hopping, skipping and climbing. To develop more control and grace.	
L: Word reading	Read individual letters by saying the sounds for them. To orally blend words a teacher sounds out and recognise initial sounds. Can recognise the letters in their name.	Blend sounds into words, so that they can read short words made up of known letter sounds, e.g. "c-a-t". Begins to recognise some written names of peers, siblings or 'Mummy' / 'Daddy' for example.	Read some 'special friends' that each represent one sound and say sounds for them. Read a few common exception words matched to their RWI banding.	Read simple phonically decodable words and simple sentences. Enjoys an increasing range of print and digital books, both fiction and non-fiction.	Engages with books and other reading materials at an increasingly deeper level. Beginning to read for pleasure.	
L: Writing	To trace patterns with some control (lines, zigzags, waves). To develop arm and shoulder strength for writing. Gives meaning to the marks they make as they draw, write, paint and type. Hears and says the initial sound in words. To write their name.	Form lower-case letters correctly. To develop a tripod pencil grip. Spell words by identifying the sounds and then writing the letters. To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet.	To use their phonics knowledge and explore writing for different purposes, such as making greetings cards, tickets, lists and invitations.	Write phrases and short sentences by sounding out phonetically. To explore writing their own stories.	To use a capital letter and full stop. Re-read what they have written to check that it makes sense.	
Maths	Daily Routines - Building Maths into our routines. <ul style="list-style-type: none"> ● Register - self-registration ● Tidying Up - sorting ● Calendar - circle of seasons/months - picture of children under tree ● Book voting ● Money in role play 					
	Subitising 1-5 Sorting Composition of numbers up to 4. Comparing groups Counting to 10 (1:1)	Conceptual subitising up to 8. Part-whole. Partitioning numbers up to 8 into 2 parts. Partitioning numbers up to 8 into more than 2	Writing simple number sentences Partitioning numbers up to 10 into 2 parts. Partitioning numbers up to 10 into more than 2 parts. Number Bonds to 10	Doubles Even/Odd Teen numbers - number sense Writing teen numbers	Spotting an error in an AB pattern. Measure time using timers Writing numerals 20+ Counting in 2s	

	<p>Copying an AB pattern</p> <p>Developing spatial awareness</p> <p>Developing spatial vocabulary.</p> <p>Comparing amounts of quantities</p> <p>Circles & Triangles</p> <p>Writing numerals to 5</p>	<p>parts.</p> <p>Number bonds to 5.</p> <p>Continuing an AB pattern</p> <p>Counting to 20 (1:1)</p> <p>Squares & Rectangles</p> <p>Comparing numbers to 5</p> <p>Identifying groups with same number (equal)</p> <p>Days of the week</p> <p>Writing numerals to 8</p> <p>Counts out 10 from a larger group.</p>	<p>Comparing numbers to 10.</p> <p>1 more/1 less</p> <p>Make their own AB pattern</p> <p>Continuing an ABC pattern</p> <p>Seasons</p> <p>Writing numerals to 10.</p> <p>Understands that money is given in exchange for things.</p>	<p>3D shapes</p> <p>Months of the year</p> <p>Writing numerals to 20</p> <p>Money - recognising coins.</p>	<p>Money</p> <p>Subtraction number sentences</p>	
UW: Past and Present	To learn about the lives of the people around them and their roles in society.		To understand the past through books read in class and storytelling. (e.g. settings, characters and events)		Learn some similarities and differences between things in the past and now.	
UW: People, Culture and Communities	Understand that some places are special to members of their community.		Recognise that people have different beliefs and celebrate special times in different ways.		Recognise some similarities and differences between life in this country and life in other countries.	
UW: The Natural World	<p>Describe and draw what they see, hear and feel whilst outside.</p> <p>Use observation, and discussion.</p>	<p>Explore the natural world around them. Looking closely at similarities, differences, patterns and change.</p> <p>Use stories, non-fiction texts and maps.</p>	Understand the effect of changing seasons on the natural world around them. What do you notice?	<p>Recognise some environments that are different to the one in which they live.</p> <p>Use stories, non-fiction texts and maps.</p>	Makes observations of animals and plants and explains why some things occur, and talks about changes.	
EAD: Creating with Materials	<p>Explores using lines to enclose a space and uses shapes to represent objects.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explores and names a range of colours.</p> <p>Observational drawing.</p>	<p>Begins to explore colour-mixing techniques.</p> <p>To construct with a purpose in mind., using different resources.</p> <p>To use different techniques for joining materials together.</p> <p>Uses a variety of construction resources to build and balance with.</p> <p>(Build a chair for baby bear)</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explores tools and materials with increasing expertise and skill.</p> <p>Experiments to create different effects.</p>	<p>Virtually visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p>To develop their colour-mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Safely use & explore materials, tools & techniques.</p>	<p>To use and refine a variety of artistic effects to express their ideas and feelings. (experimenting with colour, design, texture, form and function)</p> <p>Selects appropriate resources and adapts work where they feel this is necessary.</p> <p>To begin to talk about the process and how they made it.</p>	<p>Observational painting.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
EAD: Being imaginative and expressive	<p>Develop storylines in their pretend play.</p> <p>Play movement and listening games.</p> <p>Singing familiar songs and rhymes.</p> <p>Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals.</p>	<p>Notice and encourage children to keep a steady beat and pulse.</p> <p>Begins to explore moving rhythmically in different ways.</p> <p>Mirrors or creates movements in response to music.</p> <p>Combines moving, singing and playing instruments.</p>	<p>Chooses particular colours to use for their own purpose.</p> <p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p>Children to work together to express their creative ideas.</p> <p>Plays alongside other children who are engaged in the</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Invents or adapts a story or narrative in their play.</p> <p>Plays cooperatively as part of a group to create,</p>	<p>Children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Chooses particular colours to use for their own purpose.</p> <p>To explore moving in time with music.</p>	Explore and engage in music making and dance, performing solo or in groups.

			same theme.	develop and act out an imaginary idea or narrative.		
Music Lessons	Listen attentively, move to and talk about music, expressing their feelings and responses. Explores how sounds can be changed. Exploring body percussion. Sing in a group or on their own, increasingly matching the pitch and following the melody.					
Technology and internet safety	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch capable technology with support.	Can create content such as a video recording, taking a photo or drawing a picture on screen.	Completes a simple program on a computer. Safely awareness week	Uses ICT hardware to interact with age-appropriate computer software.	Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	Can use the internet with adult supervision to find and retrieve information of interest to them.
Relationships Education	Respectful relationships	Families and people who care for me Families are important for children because they can give love, security and stability My body - Pantasaurus Active lifestyles (www.nhs.uk/10-minute-shake-up/shake-ups)	Caring Friendships Friendships are important in making us feel happy and secure Oral health	Respectful Relationships The importance of respecting others, even when they are different from them (e.g. physically, in character, personality or backgrounds). About different types of bullying.	My rights and responsibilities Heartstart First aid and emergencies	Being Safe Each person's body belongs to them. Pantasaurus and asking for help