

	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Me and my Family	Animals Rhyming and Rhythm	All around the World	Transport and people that help us	Once upon a time	Exploring Norfolk
Cultural Enrichment	Black History Month Mystery Reader Visitor to talk about the past	Anti-bullying Curriculum Day Vet Visit Reverend Visit Nativity Dentist visit	Safer Internet Day Stories in Different Languages Postcards to other countries KS2 children sharing about their cultures World Book Day	Languages Curriculum Day Fire Engine visit Pancake Day Ex RAF Visit	Earth Day Curriculum Day Planting Sunflowers Outdoor classroom Water Fun Day	School of Sanctuary Curriculum Day Norfolk Visitor Trip to Gressenhall Big Toddle Teddy Bear's Picnic Caterpillars
Key Texts	Story retelling and sequencing	Rhyming words	Labelling	Story structure: tales toolkit	Story writing	Information writing
	The colour monster goes to school And Tango Makes Three All the Ways to be Smart My Hair	The Ugly Five Oi Frog series Lifesize	From my Window Walk this World Dear Greenpeace	Paddington Bear You can't take an Elephant on the bus Look Up (space)	The Three Little Pigs There's not a dragon in this story Mixed up Fairytales	Once Upon a Time in Norfolk/The Norfolk Story Book When the bees buzzed off The wide, wide sea
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.	
C&L: Speaking	To use sentences with four to six words. To participate in small group, 1-1 and class discussions. To develop social phrases. For example, "Good morning, how are you?"	To retell familiar stories. Talk about the characters, feelings and actions in the story. Uses language to recreate different roles .	To express their ideas and feelings using full sentences. To use past, present and future tenses.	To begin to use conjunctions in their speech.	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, text.	
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	<p>See themselves as a valuable individual.</p> <p>Recognise they belong to different communities and social groups and communicates freely about own home and community.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.</p> <p>To develop an understanding of good oral health.</p>	<p>Show resilience and perseverance in the face of challenge. Help them reflect and self evaluate their own work.</p>	<p>Setting their own goals and learning how to achieve them.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, without direct supervision.</p>
PSED: Building Relationships	<p>Is aware of behavioural expectations.</p> <p>Shows empathy and comfort to others.</p>	<p>Has a clear idea about what they want to do in their play and how they want to go about it.</p>	<p>Build constructive and respectful relationships. Ensuring they listen to their peers.</p>	<p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p>	
PD: Fine motor	<p>Shows a preference for a dominant hand.</p> <p>To trace patterns with some control (lines, zigzags, waves).</p> <p>Uses a knife and fork to eat with.</p>	<p>Uses simple tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>To teach and model a tripod pencil grip.</p> <p>Begins to form recognisable letters.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>To begin to show accuracy and care when drawing and writing.</p>
PD: Gross motor	<p>Experiments with different ways of moving.</p> <p>To develop upper arm and shoulder strength and core strength to support writing.</p> <p>Jumps off an object and lands appropriately (with two feet).</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>To show strength, balance and coordination when travelling.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>To develop and refine ball skills, such as pushing, patting, throwing, catching, kicking or aiming.</p> <p>To combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>To develop more control and grace.</p>
L: Word reading	<p>Read individual letters by saying the sounds for them.</p> <p>To orally blend words a teacher sounds out and recognise initial sounds.</p> <p>Can recognise the letters in their name.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter sounds, e.g. "c-a-t".</p> <p>Begins to recognise some written names of peers, siblings or 'Mummy' / 'Daddy' for example.</p>	<p>Read some 'special friends' that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to their RWI banding.</p>	<p>Read simple phonically decodable words and simple sentences.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p>	<p>Engages with books and other reading materials at an increasingly deeper level. Beginning to read for pleasure.</p>
L: Comprehension	<p>To act out familiar stories and narratives.</p> <p>To verbally retell a simple story.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p>	<p>To anticipate key events in stories. What do you think will happen?</p>	<p>Is able to recall and discuss stories or information that has been read to them.</p>	<p>Knows that information can be retrieved from books- exploring non-fiction.</p>	<p>Is able to recall and discuss stories or information that they have read themselves.</p>
L: Writing	<p>To trace patterns with some control (lines, zigzags, waves).</p> <p>To develop arm and shoulder strength for writing.</p>	<p>Form lower-case letters correctly.</p> <p>To develop a tripod pencil grip.</p> <p>Spell words by identifying the sounds</p>	<p>To use their phonics knowledge and explore writing for different purposes, such as making greetings cards,</p>	<p>Write phrases and short sentences by sounding out phonetically.</p> <p>To explore writing their own stories.</p>	<p>To use a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

	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.	and then writing the letters. To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet.	tickets, lists and invitations.			
M: Number	Subitising 1-5 Composition of numbers up to 4. Comparing amounts of quantities	Conceptual subitising up to 5. Partitioning numbers up to 5 into 2 parts. Partitioning numbers up to 5 into more than 2 parts. Number bonds to 5. Writing numerals to 5 Comparing numbers to 5 1 more/1 less within 5 Five frames (full/not full)	Writing simple number sentences Comparing numerals to 10. Partitioning numbers up to 8 into 2 or more parts. Writing numerals to 10.	Writing numerals to 20 Number Bonds to 10 Partitioning numbers up to 10 into more than 2 parts.	Writing numerals 20+ Number bonds to 10 Teen numbers on 10 frames Writing teen numbers	
M: Numerical Patterns	Counting to 10 (1:1) Copying and continuing an AB pattern Make their own AB pattern Copying and continuing an ABC pattern Spotting an error in a pattern. Sorting <i>(3D shape - cube, cuboid, sphere, cone)</i> <i>(Positional language - over, next to, under, on top of)</i> <i>(Developing spatial awareness)</i> <i>(Developing spatial vocabulary.)</i>	Counting to 20 (1:1) Noticing patterns of odds and evens Identifying groups with same number (equal) <i>(Morning, Afternoon, Evening, Night)</i> <i>(Seasons - Autumn)</i>	1 more/1 less within 10 <i>(Understands that money is given in exchange for things.)</i> <i>(Seasons - Winter)</i> <i>(Days of the Week)</i> <i>(Regular 2D shapes)</i> <i>(3D shape - vertices, edges, face)</i> <i>(Developing spatial vocabulary)</i>	Doubling & Halving Even/Odd <i>(Measuring time using timers)</i> <i>(Months of the year)</i> <i>(Seasons - Spring)</i> <i>(Money - recognising coins.)</i> <i>(Measuring things)</i>	Counting in 2s Counting in 10s <i>(Recognise meaningful times on a clock)</i> <i>(Money within 20p)</i> <i>(Seasons - Summer)</i> <i>(Comparing shape)</i> <i>(Measuring things and comparing them)</i>	
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	Describe and draw what they see, hear and feel whilst outside. Use observation, and discussion.	Explore the natural world around them. Looking closely at similarities, differences, patterns and change. Use stories, non-fiction texts and maps.	Understand the effect of changing seasons on the natural world around them. What do you notice?	Recognise some environments that are different to the one in which they live. Use stories, non-fiction texts and maps.	Makes observations of animals and plants and explains why some things occur, and talks about changes.	
EAD: Creating with Materials	Explores using lines to enclose a space and	Begins to explore colour-mixing techniques.	Return to and build on their previous learning, refining	Virtually visit galleries and museums to	To use and refine a variety of artistic effects to express	Observational painting.

	<p>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>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>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>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>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>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 same theme.</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, develop and act out an imaginary idea or narrative.</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>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>
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	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch capable technology with support.</p>	<p>Can create content such as a video recording, taking a photo or drawing a picture on screen.</p>	<p>Completes a simple program on a computer.</p> <p>Safely awareness week</p>	<p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>	<p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>
Internet safety		Self-Image and Identity	<p>Safer Internet day</p> <p>Online Relationships</p> <p>Online Bullying</p> <p>Health Wellbeing & Lifestyle</p>	Privacy & Security	Copyright and Ownership	Managing Online Information
Relationships Education	<p>Respectful relationships</p> <p>Oral health</p>	<p>Families and people who care for me</p> <p>Families are important for children because they can give love, security and stability</p> <p>My body - Pantasaurus</p> <p>Active lifestyles (www.nhs.uk/10-minute-shake-up/shake-ups)</p>	<p>Caring Friendships</p> <p>Friendships are important in making us feel happy and secure</p>	<p>Respectful Relationships</p> <p>The importance of respecting others, even when they are different from them (e.g. physically, in character, personality or backgrounds).</p> <p>About different types of bullying.</p>	<p>My rights and responsibilities</p> <p>Heartstart</p> <p>First aid and emergencies</p>	<p>Being Safe</p> <p>Each person's body belongs to them.</p> <p>Pantasaurus and asking for help</p>