

	Nursery					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	My family and me!	Animals	All around the world (countries)	Transport (People who help us)	Once upon a time (Rhyme)	Exploring Norfolk
Cultural Enrichment	Black History Month Anti - bullying day	Anti-bullying day Dentist visit Meaning of Christmas	Safer Internet day Postcards	Space landing Fire Engine visit Pancake Day Visitor to talk about planes World book day (focus on poetry)	Growing caterpillars Planting flowers Water fun day	Mrs Sheppard Visit (all about the countryside and seaside holidays)
Key Texts	Retelling	Discussing stories	Labelling- orally	Story sequencing beginning, middle and end	Rhyming words	Labelling- initial sounds
	The Colour Monster The Hungry Caterpillar Only One You	The Gruffalo Brown Bear, Brown Bear We're going on a bear hunt Dear Zoo Christmas related texts	Me Oliver who travelled far and wide Granny went to Market Non-fiction texts: Books about different countries	The Train Ride On The Launchpad Non fiction: Safety posters	Little Red Riding Hood Three Billy Goats Gruff The Gingerbread Man	Supertato (vegetables/healthy eating) Tiddler
Topic themes	Our classroom/garden My body/me/senses Being kind, safe Sharing My birthday Autumn/Harvest/farms Halloween	Colours Mixing colours Fireworks Habitats Animal patterns Christmas Diwali Hanukkah Letters to Santa	Chinese new year Valentines Animals in our local area (seals) Pets and vets Travel	Transport/space travel Seeds Plants Easter Jobs when I'm older	Creatures in our garden (mini beasts) Farm animals Season changes Forests – walk to the big playground to the trees Traditional tales Nursery rhymes Castles	Fruit and vegetables Food tasting Summer/the seaside Beach safety 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 – instrumental and 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 Autumn Parents Meetings	Bonfire Night- 5 th November Hanukkah Christmas	Chinese New Year-	Easter Holi	Eid	The Big Toddle Reports
RSE curriculum	Handwashing/using the toilet/feelings/kindness/sharing/PANTS Butterfly life cycle	Feelings/social skills/kindness/sharing Oral hygiene	Feelings Sharing/turn taking Internet safety	Pants	Caring for others/kindness	Internet safety

myHappyMind			Meet your Brain	Celebrate	Appreciate	Relate/Engage
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 mark making.	Wiggly writing: pencil grip and forming sounds. Show accuracy and care when drawing and cutting

					Begin to show accuracy and care when drawing. Using a comfortable grip	
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	Instructions: planting a seed	Asking someone questions	Recall facts
M: Number	Self-portraits, all about me. Point out their features Recount of traditional tale. Using their own words for role-play/small world Daily counting and numeral recognition- number of the week. 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 (tagging each item with a number in order). Teaching cardinal principle (last number is the total) 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 2/3 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. Subsisting numbers 1-3 <i>Consolidation/Prep for Reception.</i>
M: Numerical patterns	Play with shapes. Puzzles. Puzzles - thinking of clues of	2D shapes – name. Group and categorise objects.	Verbally count beyond 20, recognising the pattern	Identify 1 more/less.	Explore and represent patterns within	Use shapes appropriately for task.

	<p>how shapes fit together</p> <p>Create patterns with objects</p>	Talk about past, present and future.	<p>of the counting system.</p> <p>Describe 2D shapes.</p> <p>Talk about past, present and future.</p>	<p>Compare groups of objects saying when they are the same.</p> <p>Show awareness of similarities of shape in the environment.</p> <p>Everyday language for time.</p>	<p>numbers up to 10.</p> <p>Positional language.</p> <p>Length, weight, capacity, explore and order.</p>	<p>Combining shapes to make other shapes</p> <p>Show interest in shape by sustained construction activity/talking about shapes.</p> <p>Order familiar event- Everyday language for time- Talk about past, present and future.</p>
UW: People, culture and communities	<p>Have sense of family & relations, make believe in role play, learn there are similarities & differences between peers.</p>	<p>Know things that make them unique, describe special times in life.</p>	<p>Show interest in different ways of life.</p>	<p>Enjoy joining in with family customs & routines, traditions.</p>	<p>Learn about different communities.</p>	<p>Talk about special times, events, traditions and people.</p>
UW: Past and present	<p>Begin to make sense of their own life-story and family's history</p>		<p>Show interest in different occupations.</p> <p>Learn about the history of traditions, holidays</p>		<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	
UW: The natural world	<p>Enjoy playing with small world, notice detailed features of objects in their environment.</p>	<p>Develop an understanding of changes over time, comment/ask questions about aspects of their familiar world.</p>	<p>Talk about things they have observed.</p>	<p>Develop and understanding of growth & decay</p> <p>Show care & concern for living things and the environment, talk about why things happen and how things work.</p>	<p>Look closely at similarities, patterns and change.</p>	<p>Respond to open-ended questions about things they have observed.</p>
EAD: Being Imaginative and expressive	<p>Join in with songs, create sounds by banging, shaking, tapping or blowing, experiment with blocks.</p>	<p>Show an interest in the way musical instruments sound, experiment with colours and marks.</p>	<p>Imitate movement in response to music, tap our simple repeated rhythms, explore & learn how sounds can be changed, draw shapes to represent things</p>	<p>Explore colours & how they can be changed, explore textures, use various construction materials, construct with enclosures and spaces, move rhythmically.</p>	<p>. Combine different media, experiment with textures, manipulate materials to achieve planned effect, use tools & techniques competently, select resources and adapt work.</p>	<p>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.</p>
EAD: Creating with materials	<p>Use representation to communicate, make believe by pretending.</p>	<p>Use props to develop role play, sing to self & make up songs.</p>	<p>Use movement to express feelings, ideas & experiences, create simple representations of events, people & objects.</p>	<p>Add narratives to role play, use a range of media, create movement in response to music.</p>	<p>Combine movement & gesture to express & respond to feelings, play in a group to develop a narrative.</p>	<p>Choose colours for purpose. Include storylines in play.</p>
Art, Design Music	<p>Self portraits</p> <p>Shape, form, colour</p> <p>Painting with different materials making natural paint brushes. Mixing media</p>	<p>To begin to be interested in and describe the texture of materials.</p> <p>Patterns, colour.</p> <p>Drawing shapes.</p>	<p>To explore printing with different materials. Painting on different textures. Collage.</p> <p>Self portraits</p> <p>Shape, form, colour</p>	<p>Using recycled materials to create 3D art.</p>	<p>Self portraits</p> <p>Shape, form, colour</p> <p>Observational drawing- Austin's butterfly. To use lines to enclose a space and begin to use shapes to represent objects.</p>	<p>To explore colours and how they can be changed inspired by Jackson Pollock</p> <p>To choose particular colours to use for a purpose.</p>

					Open studio work.	
Music	<p>Singing nursery rhymes</p> <p>Drawing to music</p> <p>Nursery rhymes/songs:</p> <p>The incy wincy spider, 5 little ducks, hop little bunnies, row, row, row your boat,</p>	<p>Singing nursery rhymes</p> <p>Matching sounds to instruments</p> <p>Nursery rhymes/songs:</p> <p>twinkle twinkle, the wheels on the bus, 10 little fingers, 1, 2, 3, 4, 5, wind the bobbin up.</p>	<p>Body percussion</p> <p>Singing simple songs</p> <p>Nursery rhymes/songs: days of the week song, heads, shoulders, knees and toes, down at the station</p>	<p>Identify loud and soft noises</p> <p>High and low pitch</p> <p>Nursery rhymes/songs: One finger, one thumb keep moving, Old Macdonald, Five little speckled frogs</p>	<p>Exploring percussion instruments</p> <p>Nursery rhymes/songs: the grand old duke of York, 10 little sausages.</p> <p>When Goldilocks went to the house of the bears.</p>	<p>Exploring percussion instruments</p> <p>Nursery rhymes/songs: humpty dumpty, I'm a little teapot</p>