

	Nursery					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Theme</b>	<b>My family and me!</b>	<b>Animals</b>	<b>All around the world (countries)</b>	<b>Transport (People who help us)</b>	<b>Once upon a time (Rhyme)</b>	<b>Exploring Norfolk</b>
<b>Cultural Enrichment</b>	Black History Month	Anti-bullying day  Dentist visit  Meaning of Christmas	Safer Internet day  Postcards	Science Curriculum Day  Space landing  Pancake Day  World book day	Planting flowers	Caterpillars  Water fun day
<b>Key Texts</b>	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
<b>Topic themes</b>	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
<b>Phonics</b>	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
<b>Dates for the diary</b>	Harvest Festival  Autumn Parents Meetings	Bonfire Night- 5 <sup>th</sup> November  Hanukkah  Christmas	Chinese New Year-	Easter  Holi	Eid	The Big Toddle  Reports
<b>RSE curriculum</b>	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
<b>myHappyMind</b>			<b>Meet your Brain</b>	<b>Celebrate</b>	<b>Appreciate</b>	<b>Relate/Engage</b>

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

	feathers) to write in materials	Wiggly writing: writing to music. Lines and circles. Make snips in paper.	Use scissors to cut paper into parts.		around and change direction. Wiggly writing: pencil grip and mark making. Begin to show accuracy and care when drawing. Using a comfortable grip Increased accuracy with scissors	Show accuracy and care when drawing and cutting  Hold a pencil in a tripod grip to make recognisable marks.
<b>L: Reading</b>	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.  Phonological awareness games.	Recognise familiar words & signs, know that English is read from left to right, top to bottom, suggest story endings. Listen for the first sound in a word. Recognise words with the same initial sound.	Hear initial sound in words, identify letters and corresponding sounds, continue a rhyming string  Begin to orally blend sounds into words.
<b>L: Writing</b>	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.	Begin to form recognisable letters, Write own name.
<b>L: Comprehension</b>	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
<b>M: Number</b>	Number songs Noticing – What has changed? Same/different, colours, matching Comparing groups Describing what they can see – spatially looking at number representations. Subitising – 1 and 2 dice pattern, random pattern, different sizes)	Saying numbers in order 1-5 (stable order) Saying numbers in order 1-10 (stable order) Teaching how to count (1:1 correspondence) Cardinal principle (How many?)	Number songs and using fingers to represent numbers Representing numbers with marks Subitising 1,2,3	Revisit counting Splitting an amount between 2 groups 1 more/1 less Same/different (numbers into a group)	Revisit counting rules Counting a given amount Subitising 1-3 (dice pattern, random pattern, different sizes) Composition of numbers 1, 2 and 3. Subitising 4,5 (dice pattern, random pattern, different sizes, 5s frame)	Subitising 4,5 (dice pattern, random pattern, different sizes, 5s frame) Ordering objects from smallest to tallest/shortest to longest Heavy/light Prep for Reception Recap subitising 5s frame (full/empty) Recognising amounts on 5 frames. Placing numbers on a 5s frame Matching amounts to numerals
<b>M: Numerical patterns</b>	Look at things that are the same/different (colours, matching	Comparing sizes of objects (longer/shorter)	Spotting 3D shapes in the environment. Naming 3D shapes	2D shape names – link to 3D shape faces.	Positional language (above, under, next to)	Use shapes appropriately for task.

	items) Sorting items (colours/size)	Capacity (full/empty)  Talk about puzzles and how pieces fit together  Exploring 3D shapes – do they roll/stack/what do they feel like?	AB patterns with shapes/colours	AB patterns with shapes/colours  Spot the mistake in the patterns  Past, present, future (think of our own life cycle)  Ordering events (then, next, after)  Daytime/night time	Describing a route  Comparing 2D shapes – sides, corners  Ordering objects from smallest to tallest/shortest to longest  Heavy/light	Combining shapes to make other shapes  Show interest in shape by sustained construction activity/talking about shapes.  Order familiar event- Everyday language for time- Talk about past, present and future.
<b>UW: People, culture and communities</b>	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.
<b>UW: Past and present</b>	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.	
<b>UW: The natural world</b>	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.	Talk about things they have observed.	Develop an understanding of growth & decay  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.
<b>EAD: Being Imaginative and expressive</b>	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.
<b>EAD: Creating with materials</b>	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.
<b>Art, Design Music</b>	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.  Patterns, 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.	To explore colours and how they can be changed inspired by <b>Jackson Pollock</b>  To choose particular colours to use for a purpose.

					Open studio work.	
<b>Music</b>	<p>Singing nursery rhymes</p> <p>Drawing to music</p> <p><b>Nursery rhymes/songs:</b></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><b>Nursery rhymes/songs:</b></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><b>Nursery rhymes/songs:</b> 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><b>Nursery rhymes/songs:</b> One finger, one thumb keep moving, Old Macdonald, Five little speckled frogs</p>	<p>Exploring percussion instruments</p> <p><b>Nursery rhymes/songs:</b> 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><b>Nursery rhymes/songs:</b> humpty dumpty, I'm a little teapot</p>