

	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Theme</b>	<b>Me and my Family</b>	<b>Animals</b> <b>Rhyming and Rhythm</b>	<b>All around the World</b>	<b>Transport and people that help us</b>	<b>Once upon a time</b>	<b>Exploring Nature</b> <b>Under the Sea</b>
<b>Cultural Enrichment</b>	Black History Month  <b>Mystery Reader</b>  Holiday Family Album	Anti-bullying Curriculum Day  <b>Reverend Visit</b>  <b>Nativity</b>	Safer Internet Day  <b>Stories in Different Languages</b>  Postcards/emails to other countries  KS2 children sharing about their cultures  <b>Dentist visit</b>	Science Curriculum Day  <b>Fire Engine visit</b>  <b>Pancake Day</b>  Ex RAF Visit Police visitor  Outdoor classroom  <b>World Book Day</b>	Languages Curriculum Day  <b>Planting Sunflowers</b>  Outdoor classroom  Visitor to talk about the past  Grandparent's cafe	School of Sanctuary Curriculum Day  <b>Trip to Gressenhall</b>  <b>Big Toddle</b>  Teddy Bear's Picnic  Caterpillars  Frogs  Water Fun Day  RNLI visit
<b>Key Texts</b>	<b>Story retelling and sequencing</b>	<b>Rhyming words</b>	<b>Labelling</b>	<b>Story structure: tales toolkit</b>	<b>Story writing</b>	<b>Information writing</b>
	<b>The colour monster goes to school</b> <b>And Tango Makes Three</b> <b>So Much</b> <b>Coming to England</b>	<b>Oi Frog series</b> <b>We're going on a Bear Hunt</b> <b>Stickman</b> <b>Jolly Christmas Postman</b>	<b>Dear Greenpeace</b>	<b>Paddington Bear</b> <b>You can't take an Elephant on the bus</b> <b>Look Up (space)</b>	<b>The Three Little Pigs</b> <b>There's not a dragon in this story</b> <b>Mixed up Fairytales</b>	<b>When the bees buzzed off</b> <b>The wide, wide sea</b> <b>Monkey Puzzle</b> <b>Pip and Egg</b> <b>Lifesize</b>
<b>C&amp;L: Listening, Attention and Understanding</b>	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.	
<b>C&amp;L: Speaking</b>	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.	
<b>PSED: Self regulation</b>	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	Talks about their own and others' feelings and behaviour and its consequences.  They show confidence in choosing resources and show resilience and	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.	

	and tolerate situations in which their wishes cannot be met.	perseverance in carrying out a chosen activity.				
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.  <del>To develop an understanding of good oral health.</del>	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.	Show resilience and perseverance in the face of challenge. Help them reflect and self evaluate their own work.  To develop an understanding of good oral health. - Dentist visit 28/2/24	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: Comprehension	To act out familiar stories and narratives.  To verbally retell a simple story.	Describes main story settings, events and principal characters in increasing detail.  To anticipate key events in stories. What do you think will happen?	Is able to recall and discuss stories or information that has been read to them.	Knows that information can be retrieved from books- exploring non-fiction.	Is able to recall and discuss stories or information that they have read themselves.	
L: Writing	To trace patterns with some control (lines, zigzags, waves).	Form lower-case letters correctly.	To use their phonics knowledge and explore writing for different purposes,	Write phrases and short sentences by	To explore writing their own stories.	

	<p>To develop arm and shoulder strength for writing.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type.</p> <p>Hears and says the initial sound in words.</p> <p>To write their name.</p>	<p>To develop a tripod pencil grip.</p> <p>Spell words by identifying the sounds and then writing the letters.</p> <p>To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet.</p>	<p>such as postcards, tickets, lists, making greetings cards and invitations.</p>	<p>sounding out phonetically.</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>	
M: Number	<p>Subitising 1-5</p> <p>Composition of numbers up to 4.</p> <p>Comparing amounts of quantities</p>	<p>Conceptual subitising up to 5.</p> <p>Partitioning numbers up to 5 into 2 parts.</p> <p>Partitioning numbers up to 5 into more than 2 parts.</p> <p>Number bonds to 5.</p> <p>Writing numerals to 5</p> <p>Comparing numbers to 5</p> <p>1 more/1 less within 5</p> <p>Five frames (full/not full)</p>	<p>Writing simple number sentences</p> <p>Comparing numerals to 10.</p> <p>Partitioning numbers up to 8 into 2 or more parts.</p> <p>Writing numerals to 10.</p>	<p>Writing numerals to 20</p> <p>Number Bonds to 10</p> <p>Partitioning numbers up to 10 into more than 2 parts.</p>	<p>Writing numerals 20+</p> <p>Number bonds to 10</p> <p>Teen numbers on 10 frames</p> <p>Writing teen numbers</p>	
M: Numerical Patterns	<p>Counting to 10 (1:1)</p> <p>Copying and continuing an AB pattern</p> <p>Make their own AB pattern</p> <p>Copying and continuing an ABC pattern</p> <p>Spotting an error in a pattern.</p> <p>Sorting</p> <p><i>(3D shape - cube, cuboid, sphere, cone)</i></p> <p><i>(Positional language - over, next to, under, on top of)</i></p> <p><i>(Developing spatial awareness)</i></p> <p><i>(Developing spatial vocabulary.)</i></p>	<p>Counting to 20 (1:1)</p> <p>Noticing patterns of odds and evens</p> <p>Identifying groups with same number (equal)</p> <p><i>(Morning, Afternoon, Evening, Night)</i></p> <p><i>(Seasons - Autumn)</i></p>	<p>1 more/1 less within 10</p> <p><i>(Understands that money is given in exchange for things.)</i></p> <p><i>(Seasons - Winter)</i></p> <p><i>(Days of the Week)</i></p> <p><i>(Regular 2D shapes)</i></p> <p><i>(3D shape - vertices, edges, face)</i></p> <p><i>(Developing spatial vocabulary)</i></p>	<p>Doubling &amp; Halving</p> <p>Even/Odd</p> <p><i>(Measuring time using timers)</i></p> <p><i>(Months of the year)</i></p> <p><i>(Seasons - Spring)</i></p> <p><i>(Money - recognising coins.)</i></p> <p><i>(Measuring things)</i></p>	<p>Counting in 2s</p> <p>Counting in 10s</p> <p><i>(Recognise meaningful times on a clock)</i></p> <p><i>(Money within 20p)</i></p> <p><i>(Seasons - Summer)</i></p> <p><i>(Comparing shape)</i></p> <p><i>(Measuring things and comparing them)</i></p>	
UW: Past and Present	<p>To understand the past through books read in class and storytelling. (e.g. settings, characters and events)</p>		<p>To learn about the lives of the people around them and their roles in society.</p>		<p>Learn some similarities and differences between things in the past and now.</p>	
UW: People, Culture and Communities	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Why do Christians perform nativity plays at Christmas</p>		<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Why do Christians put a cross in an Easter garden</p>		<p>Understand that some places are special to members of their community.</p> <p>Why is the word God so important to Christians</p>	
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.</p> <p>Looking closely at similarities, differences, patterns and change.</p> <p>Use stories, non-fiction</p>	<p>Understand the effect of changing seasons on the natural world around them. What do you notice?</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Use stories, non-fiction texts and</p>	<p>Makes observations of animals and plants and explains why some things occur, and talks about</p>	

		texts and maps.		maps.	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>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 &amp; explore materials, tools &amp; 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 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>
<b>Music Lessons</b>	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	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.	Uses ICT hardware to interact with age-appropriate computer software.  Safety awareness week	Completes a simple coding program on a computer. (beebot)	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.
Internet safety	Self-Image and Identity	Health Wellbeing & Lifestyle	<b>Safer Internet day</b>  Online Relationships  Online Bullying  Online Reputation	Privacy & Security	Copyright and Ownership	Managing Online Information
Relationships Education	<p>Zones of Regulation</p> <p>Respectful relationships (repeated in Spring 2)</p> <p>Families are important for children because they can give love, security and stability</p> <p>Families and people who care for me</p>	<p>My Happy Mind - Meet Your Brain</p> <p>Oral health (see PSED)</p> <p>My body - Pantasaurus</p> <p>About different types of bullying.</p>	<p>My Happy Mind - Celebrate</p> <p>Caring Friendships</p> <p>Friendships are important in making us feel happy and secure</p>	<p>My Happy Mind - Appreciate</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>My Happy Mind - Relate</p> <p>My rights and responsibilities</p> <p>First aid and emergencies</p>	<p>My Happy Mind - Engage</p> <p>Being Safe</p> <p>Each person's body belongs to them.</p> <p>Pantasaurus and asking for help</p>

