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Throughout all learning, the Reception Team will ensure activities and interactions which support the **Characteristics of Learning:**			**Playing and exploring –** engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go' **Active learning** – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do **Creating and thinking critically –** thinking ; Having their own ideas; Making links; Choosing ways to do things				
Subject area	**Autumn**		**Spring**		**Summer**		**Schemes used**
Themes	**Ourselves/ Superheroes/ Harvest**	**Polar Regions/ Bonfire Night/Diwali/ Christmas**	**People Who Help Us/ Chinese New Year**	**Living Processes/ Easter/ Ramadan & Eid**	**Traditional Tales**	**Places & Living Things (Kenya)**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Personal, Social, & Emotional Development (PSED)	**Self-Regulation** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Following instructions involving several ideas or actions:putting away our belongings, learning which colour group they are in. (Learning Superheroes) Being brave. My Feelings	**Self-Regulation** Identify and moderate their own feelings socially and Emotionally (Team days/Nativity). Express their feelings and consider the feelings of others. (Learning Superheroes) My Feelings Firelighting/Fire safety. Visit to Great Ellingham Post Office	**Self-Regulation** Talk with others to solve conflicts. Become more independent with their learning, learning strategies to help themselves. (Learning Superheroes) New Year's Resolutions-Say what matters to them or is of value.	**Self-Regulation** Show resilience and perseverance in the face of challenge (Independent writing/Dance Show). Learn strategies that help us to regulate our emotions. (Learning Superheroes) Handling/caring for ducklings St James's Church Visit.	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Sports Day/Teddy Bears Picnic/School Trip) (Transition)		RSE Solutions
	ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Be increasingly independent in meeting their own care needs eg using the toilet, washing and drying hands thoroughly. My Feelings Healthy Eating	**ELG: Managing Self** Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. Learn how to use a knife and fork. The Firework Code Visit to Great Ellingham Post Office	**ELG: Managing Self** See themselves as a valuable individual. Select and use activities and resources to achieve a goal (with help when needed). Know and talk about different factors that support their overall health and wellbeing- First Aid Champions	**ELG: Managing Self** Shows understanding that good practices with regards to exercise, eating, drinking can contribute to good health. Show resilience and perseverance in the face of challenge. Know and talk about different factors that support their overall health and wellbeing;	**ELG: Managing Self** Learn to recognise their likes/dislikes and feel empowered to make real, informed choices. Understand my rights and responsibilities and learn about the concept of privacy. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy		RSE Solutions

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	Handwashing		–Calling 999 School dentist/oral hygiene/food choices Fire safety. Hi-visibility clothing	being a safe pedestrian-Benjamin Bear visit. Handling/caring for ducklings St James's Church Visit.	food choices (Sports Day/Teddy Bears Picnic/School Trip) (Transition)	
	ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community (Golden Values). (People Who are special to us)	**ELG: Building Relationships** Begin to understand how others may feel. Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Learn about charity and helping others (Children in Need).	**ELG: Building Relationships** Help to find solutions to conflicts and rivalries. Build constructive and respectful relationships. Identify special people in our lives, what makes then special, and how special people care for one another People Who Help Us	**ELG: Building Relationships** Recognise that there are similarities and differences between everyone and celebrate this. Handling/caring for ducklings Mother's Day	**ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. Father's Day (Transition)	RSE Solutions
Physical Development (PD)	**Fine** Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.	**Fine** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Tying clove hitch Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	**Fine** Use a comfortable grip with good control when holding pens and pencils. Using secateurs/loppers safely	**Fine** Develop the foundations of a handwriting style which is fast, accurate and efficient. Using a saw safely	**Fine** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Using a hammer safely	

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	Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Develop their core strength to achieve a good posture when sitting at a table or on the floor. Handwashing Using a hammock safely Real PE: Foundation Unit 1&2 Complete PE: Dance - Ourselves/ Nursery rhymes.	**Gross** Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing. Know and talk about different factors that support their overall health and wellbeing; being a safe pedestrian (Post Office Walk) The Firework Code Using a rope swing safely. Real PE: Foundation Unit 2/3 Complete PE: Locomotion – Walking 1 / jumping 1	**Gross** Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing (Visit from School dentist); Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Using a traverse safely. Real PE: Foundation Unit 3&4 Complete PE: Ball Skills – feet/hands AAN Cluster Dance Show?	**Gross** Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Tossing pancakes Egg & spoon races Real PE: Foundation Unit 4/5 Complete PE: Attack V Defence – games for understanding	**Gross** Know and talk about different factors that support their overall health and wellbeing; sensible amounts of screen time; good sleep routine; Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Cricket Enrichment Day Sports Day Real PE: Foundation Unit 5/6 Complete PE:Gymnastics	Real PE Complete PE
Communication and Language (CL)	**Listening, Attention and Understanding** Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Engage in story times.	**Listening, Attention and Understanding** Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as	**Listening, Attention and Understanding** Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own	**Listening, Attention and Understanding** Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in	**Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	WellComm Talk for Writing Helicopter Stories

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		exact repetition and some in their own words	words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	their own words Learning some Kiswahili –Mama Panya's Pancakes.		
	Speaking Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts. WellComm Screening/Intervention. Just One Norfolk phonological Screening/Intervention	**Speaking** Articulate ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. WellComm Intervention Just One Norfolk phonological Intervention	**Speaking** Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	**Speaking** Use talk to help work out problems and organize thinking and activities, and to explain how things work and why things might happen (Science Week).	**Speaking** Participate in small group, class and one-to- one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	WellComm Just One Norfolk Talk for Writing Helicopter Stories
Literacy	**Key Texts**: **Settling In/Emotions** The Lion Inside, Owl Babies, The Big Book of Feelings, Ruby's Worries, Elmer, Together we Can **Superheroes** Superbat, Supertato **Talk for Writing** Rosie's Walk **PSED/UoW/additional:** The Leopard's Drum, The Leaf Man, Walking through the Jungle, Isaac and his Amazing Asperger Superpowers!, The Story Orchestra- Four Seasons in one	**Key Texts:** **Polar Regions:** Jonty Gentoo, The Emperor's Egg, The Penguin, Big Bear Little Brother, A Melting Planet, The Storm Whale, The Storm Whale in Winter, Here Comes Jack Frost, The Littlest Yak. **Non-Fiction** Shakleton, Scott of the Antarctic, Looking After the Egg, Antarctic Journal, books about Polar regions. **Talk for Writing** Lost & Found	**Key Texts:** **People Who Help Us:** Mog and the Vet, Frances the Firefly **Non-Fiction:**Jobs People Do, Police, FireFighters, Doctors, Chef, Vets, Nurses, Florence Nightingale, **Chinese New Year:** The Magic Paintbrush. **Non-Fiction:**China, Chinese New Year, Celebration! **Talk for Writing** The Baby Mouse **PSED/UoW/additional:** Mama Panya's	**Key Texts:** **Living Processes:** The Very Hungry Caterpillar, Growing Frogs, The Ugly Duckling, **Non-Fiction:** Caterpillar Diary, How to Grow a Sunflower. **Talk for Writing** Non-fiction-The Lifecycle of a duck. **PSED/UoW/additional:** My Mum, The Easter Story, Pussy cat, pussy cat where have you been? I've been to Paris and guess what I've seen, Bubble Trouble,	**Key Texts:** **Traditional Tales:** Jack & the Beanstalk, The 3 Little Pigs, Goldilocks and the 3 Bears, The Gingerbread man, Little Red Riding Hood, The 3 Billy Goats Gruff, Mixed Up Fairy Tales. **Talk for Writing** Jack and the Beanstalk **PSED/UoW/additional:** Rosie's Hat, River Story, The Bog Baby, Kind, The Girl with Two Dads, Happy in Our Skin,	**Key Texts:** **Places & Living Things:** Handa's Hen, One World Many Colours, There's a Rang-tan in my Bedroom, Coming to England, **Non-Fiction:**Living in a city, Living in a village, Kenya! Africa! Books about African animals, Banham Zoo booklet **Talk for Writing** Handa's Surprise Non-Fiction-African Animal Fact file	Pie Corbett- Talk for Writing

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	Day, Tanka, Tanka, Skunk, Hairy Maclary, Funny Bones, Where oh where is Rosie's chick? Ten Tiny Seeds, Kipper's Birthday, Each Peach Pear Plum, The Midnight Library, Triangle, Tidy. **Non-Fiction**- Book about Autumn, Harvest,	**PSED/UoW/additional:** Pattan's Pumpkin, We are family, Happy in Our Skin, The Jolly Postman, Oi Frog, We're Going on a Bear Hunt, Elmer and the Lost Teddy, Open Very Carefully, We're all Wonders, Maisy Goes Camping, One Day on Our Blue Planet, Pudsey's Great Fundraiser, Somebody's Swallowed Stanley. **Non-fiction**- Guy Fawkes, Remembrance Day Diwali,.	Pancakes, Pancakes Pancakes, Elmer and the Wind, The Story Orchestra-Four Seasons in one Day, My Hair, Grandad's Island, Oi Dog, Alan's Big Scary Teeth, Jabari Jumps.	Lubna and Pebble, What Happened to You? Leo and the Octopus, We're Going on a Bear Hunt, The Bumble Bear,	Spinderella, The Bad Tempered Ladybird, Peepo,	**PSED/UoW/additional:** My Dad, The Invisible, Some Kids Use Wheelchairs, Coming to England, Splash, What if we Were all the Same, The Great Big Book of Families, Heather Has Two Mummies, The Doorbell Rang, What's the time Mr Wolf?.	
	Word reading **Phonics** Sounds Write Units 1 & 2 Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word	**Word reading** **Phonics** Sounds Write Units 3, 4, 5 & 7 Read individual letters by saying sounds for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read a few common exception words. Role play words	**Word reading** **Phonics** Sounds Write Units 6, 11 & additional digraphs and trigraphs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read some letter groups that represent one sound. Reading instructions.	**Word reading** **Phonics** Digraphs/trigraphs Read common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Reading story-telling vocabulary.	**Word reading** **Phonics** Sounds Write Units 8-10/polysyllabic words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Reading questions.		Sounds Write

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	Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Rhyming strings Retelling Rosie's Walk	**Comprehension** Engage in extended conversations about stories, learning new vocabulary. Bonfire Night poetry Retelling the story of Rama & Sita Retelling Lost and Found.	**Comprehension** Talk about and explain their understanding of stories they have read and/or are read to them. Make predictions about what might happen next. Retelling The Baby Mouse. Story Innovation	**Comprehension** Develop an understanding of story-telling vocabulary, what characters, setting, events are. Talk about why things happen, how characters might feel, how things could have happened differently. Talking about lifecycles, learning and using new scientific vocabulary.	**Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Learn about alliteration-giant's speech. Retelling Jack and the Beanstalk Retelling Handa's Surprise Story Innovation Animal Poetry	
	Writing Write some or all of their name. Write some letters accurately. Sounds Write Units 1 & 2: Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Name writing Hot Task:Sequencing Rosie's Walk-Story Map. Retelling Rosie's Walk	**Writing** Sounds Write Units 3, 4, 5 & 7: Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Name writing Hot Task:Labelling Story Map for Lost & Found. Retelling Lost & Found. Shared writing of a Bonfire Night Poem. Letter to Santa Polar roleplay labelling	**Writing** Sounds Write Units 6, 11 & additional digraphs and trigraphs: Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell some common exception words. Form capital letters correctly. Writing a list of Chinese New Year animals. Retelling The Baby Mouse Sentence writing:The Baby Mouse. Labelling police car/fire engine	**Writing** Digraphs/trigraphs: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form capital letters correctly. Spell some common exception words. Making pancakes instructions. Label a diagram of a duck. Labelling the lifecycle of a duck. Labelling a Spring poster. Writing a list of the things we see in Spring. Sentence writing:Ducklings. Hot Task:Information sentences about what ducklings need to survive.	**Writing** Write longer sentences and stories with words with known sound-letter correspondences and some common exception words, using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Letter writing-Apology letter to the giant. Hot Task:writing Jack and the Beanstalk. Writing a fact file about Kenya. Hot Task:writing an innovated Handa's Surprise. Writing a postcard from Kenya. .	Pie Corbett-Talk for Writing Sounds Write

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			Hot Task:writing a recount of who the Baby Mouse meet.			
Mathematics	Number and Place Value- Numbers to 5 Number and Place Value- Comparing Groups within 5 Properties of shape-2D/3D shape Addition and Subtraction- Change within 5 Addition and Subtraction- Number bonds within 5		Number and Place Value- numbers to 10 Number and Place Value- comparing numbers within 10 Addition and Subtraction- Addition to 10 Number and Place Value- measure Addition and Subtraction- number bonds to 10 Addition and Subtraction- Subtraction Properties of shape-Exploring patterns		Addition and Subtraction- Count on and back Number and Place Value- numbers to 20 Multiplication and Division- Numerical Patterns Number and Place Value – measure Addition and Subtraction-writing number sentences, Measurement-Time	Power Maths
	Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame, dice and to understand that even if the order or arrangement changes the number stays the same. Use part-whole models to represent two groups and the bonds to 5.		**Number** Begin to subitise (recognise quantities without counting) up to 5. Explore the composition of numbers to 10. Experiment with their own symbols and marks as well as numerals. Represent numbers using concrete and pictorial representations Explore the concept of addition as the combining of two parts into a whole using the vocabulary of altogether. . Using ten frame and counters, and the part whole model to explore the concept of number bonds to 10. Begin to work with subtraction number bonds, following the missing part structure.		**Number** Explore addition and subtraction through counting on and counting back using a number track. Explore numbers from 10-20. Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Power Maths

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	Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: length & size. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Learn how to find one more and one less than a number within 5 in the context of a first, then, now story. Talk about patterns in environment and continue copy and create repeating patterns.	**Numerical Patterns** Count verbally beyond 20. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Identify more or less than a number up to 10, exploring the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes. Compare height.	**Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare weight, volume and capacity.	Power Maths
Understanding the World	**Past and Present** Begin to make sense of their own life story and family's history. Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them. (Birthdays – significant dates, how do we celebrate? How are birthdays celebrated around the world?) (People Who Help Us/People Who are special to us) Recognise some ways in which the internet can be used to communicate. Use everyday technology devices. Compare and contrast characters from stories including figures from the past: Guy Fawkes-The Gunpowder Plot/Shackleton/Scott of the Antarctic Remembrance Day Toys of the Past & Present	**Past and Present** Compare and contrast characters from stories including figures from the past: Florence Nightingale. Hospitals of the Past & Present Talk about the lives of the people around them and their roles in society. People Who Help Us-visit from PC London & Fire Outreach service. Talking about how we each celebrated Christmas/holidays. Talking about our parents jobs. Scott of the Antarctic Florence Nightingale Explore on screen activities – by clicking cause and effect. Mother's Day	**Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Identify rules that help keep people safe and healthy in and beyond the home when using technology. Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Move the mouse with some control to point and click Use the mouse to click and drag Right click using the mouse and uses the mouse pad on a laptop. Find the letters in name on a computer keyboard and type name Talking about how we each celebrated Easter/holidays. Learning about the animals that we see around the world now and learn about animals from the past. Neil Armstrong	

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			Father's Day	
	People, Culture and Communities Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community –The Church (Talk about some aspects of a religious or belief story-Nativity/God/Jesus). Recreate religious and belief stories through small world play. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map. Harvest Festival/Harvest Festivals Around the World. Children in Need-Charity Diwali Arouse awareness of features of the environment in the setting and immediate local area:Post Office Walk-My Village (Draw and create their own maps using real objects, and/or pictures and symbols/Share play maps and small world to allow children to create their own environments. Use a simple map with symbols to spot features in the local community). Recognise some environments that are different from the one in which they live -Polar regions/ Antarctica (Whiteboard globe/draw and follow a map of Antarctica for role play recreation of Scott expedition/atlases). Recognise some similarities and differences between life in this country and life in other countries-Polar regions. People Who are Special to Us –Jesus & the story of the Miracles. Christmas/Christmas Around the World/Nativity Using a programmable toy/Create a simple	**People, Culture and Communities** Show interest in different occupations. Understand that some places are special to members of their community-The Church, The Mosque, the Synagogue. Name some religious symbols. Recognise some environments that are different from the one in which they live-China/Kenya (Whiteboard globe/globe/atlas/world maps). Recognise some similarities and differences between life in this country and life in other countries:China/Kenya. People Who Help Us Chinese New Year/China (Whiteboard globe) Identify simple features of religious life and practice in a family context Chinese Food tasting Shrove Tuesday-pancake tasting Ramadan & Eid. Learning some Kiswahili –Mama Panya's Pancakes. Easter (Use the local area for exploring both the built and the natural environment -Visit to St James's Church & listen to the bell ringing (Use their senses to investigate religion and belief) Recreate religious and belief stories through small world play. Use their senses to investigate religion and belief-Pancake/Hot Cross bun/Easter egg tasting	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate –maps. Talk about what people wear because of their beliefs. Use appropriate words, e.g. 'village', 'town':Great Ellingham/Attleborough (Draw and create their own maps of the village using real objects, and/or pictures and symbols/Name and locate different parts of the local community). Africa/Kenya (Whiteboard globe) (culture/music/art/stories/map/flag/school/capital city/village life/landmarks/animals)	Norfolk Agreed Syllabus Guidance Materials 2019 Discovery RE

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	algorithm for a floor robot e.g.: Bee Bots. - Beebot-to follow a map.					
	The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them (Autumn). Use all their senses in hands on exploration of natural materials. Blackberry and apple picking and tasting. Autumn leaf printing Experience different types of scientific enquiry (Identifying, grouping, classifying- Minibeasts). Our senses/senses walk. How are vegetables harvested? Toys of the Past & Present-Materials (Wood/Metal/Plastic)	**The Natural World** Talk about the differences between materials and changes they notice. Understand the need to respect and care for the natural environment and all living things. Understand the effect of changing seasons on the natural world around them. Polar Regions- Learning about how our environment is different to polar regions. Pollution of the ocean environment. Learning about Arctic/Antarctic animals and how they are different to the animals we have in the UK. Forces-Pushes & Pulls. Experience different types of scientific enquiry (Observing over time).	**The Natural World** Talk about what they see, using a wide range of vocabulary. Understand the effect of changing seasons on the natural world around them (Winter). Begin to make predictions and ask questions. Explore changes in states of matter (water/ice) Reflective materials Experience different types of scientific enquiry (Pattern seeking).	**The Natural World** Understand the key features of the life cycle of a plant and an animal. Understand the effect of changing seasons on the natural world around them (Spring). Plant seeds and care for growing (Spring bulbs/seeds). Lifecycle of a duck- Incredible eggs. Animals that lay eggs. Explore changes in states of matter (chocolate) Science Week Experience different types of scientific enquiry (Research using secondary sources).	**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons (Summer) and changing states of matter. Waterproof/absorbent materials-umbrella (3 Little Pigs). Plant seeds and care for growing plants (Bean plants). Experience different types of scientific enquiry (Comparative and fair testing) –Which is Strongest Biscuit? (Gingerbread Man). Beach habitats –Rosie's Hat Life cycle of a Bean. Great Ellingham/Attleborough Africa/Kenya (environment/animals/map of the zoo)	

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Expressive Arts and Design	**Creating with Materials** Explore different materials freely, develop their ideas about how to use them and what to make (Loose parts). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Painting Self-portraits Creating Harvest Art for St James's Harvest festival (printing/collage). Name primary colours & experiment with colour mixing-painting pumpkins ref Frida Khalo Watermelons (Painting). Drawing an Autumn tree. Autumn art -leaf printing, painting with blackberries, painting with mud/twigs, The Leaf Man -collage with Autumn leaves. Use drawings to tell a story-Draw a story map for Rosie's Walk. Use wool to thread.	**Creating with Materials** Draw with increasing complexity and detail (Seasonal Trees). Explore colour and colour mixing. Explore use and refine artistic effects to express their ideas and feelings –pencil drawing/paint/printing/textiles Creating rockets/junk modeling/collage. Children in Need craft. Firework Art (paint effects) Polar Art (drawing/chalk/collage/painting) Building a polar sled/ship Remembrance Day art – (drawing/paint/collage/loose parts) Diwali patterns-chalk, Mendi, Rangoli, creating Diva lamps using clay. Christmas craft. Creating art using natural materials. Using a programmable toy-Beebot.	**Creating with Materials** Create collaboratively sharing ideas, resources and skills. Join different materials and explore different textures. Explore use and refine artistic effects to express their ideas and feelings – collage, stamping, junk modeling Drawing 999 poster. Fire engine collage Junk modeling emergency vehicles. Painting a Winter picture. Chinese lanterns Drawing a horse. Drawing a Winter tree. Florence Nightingale lamp collage.	**Creating with Materials** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore use and refine artistic effects to express their ideas and feelings – sculpture, design Duckling drawing/modeling Easter craft. Drawing a Spring poster Mother's Day craft Easter craft. Drawing a Spring tree. Bark rubbing. Repeating patterns-printing.	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Designing, making and evaluating Kenyan jewelry. Jack and the Beanstalk collage. Drawing a Summer Tree. Use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture Save work in a folder. Use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette - recreating a Jackson Pollock painting. Recreating Kenyan jewelry/art. Kenyan Sunset in chalk/silhouette art. Father's Day craft. Simple Symmetry.	

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	Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen with increased attention to sounds. Days of the week song-Start & stop together. Body sounds. Some control with percussion-percussion eggs-Loud, quiet & silence Watch and talk about dance and performance art (Diwali dancing) Retelling Rosie's Walk. Recreating Rosie's Walk	**Being Imaginative and Expressive** Remember and sing entire songs (Nativity). Watch and talk about dance and performance art (Puppet theatre), expressing their feelings and responses. Develop storylines in their pretend play. Retelling/recreating The Gun Powder Plot. Retelling Lost & Found. Recreating Lost & Found. Drama reenactment of Scott's polar expedition. Listen to an extract of Vivaldi's Autumn-recognise mood, character, contrast & changes. Bonfire Night Poetry Drama reenactment of the story of Rama & Sita	**Being Imaginative and Expressive** Develop storylines in their pretend play. Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Drama reenactment of Florence Nightingale hospital. Dragon dance & music- One sound & many sounds combined. Retelling the Chinese zodiac story. Retelling The Baby Mouse Innovate the Baby Mouse Listen to an extract of Vivaldi's Winter-Musical stories: same & different.	**Being Imaginative and Expressive** Explore and engage in music making and dance, performing solo or in groups (Dance Show). Develop storylines in their pretend play. Small world play of The Easter Story. Listen to an extract of Vivaldi's Spring-High & low sounds.	**Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Retelling Jack and the Beanstalk Retelling The Bear Hunt Innovate Jack and the Beanstalk Goldilocks & the 3 Bears song Listen to an extract of Vivaldi's Summer. Retelling Handa's Surprise Watch the 3 Little Pigs ballet. Recreating Kenyan jewelry/art. Kenyan Sunset in chalk/silhouette art. Animal Poetry	Music Express Pie Corbett-Talk for Writing Helicopter Stories
Visits		St James's Church to perform the Nativity Puppet Theatre Walk to GE Post Office	Visit from Police Officer Firefighter outreach School Dentist Benjamin Bear	Incredible Eggs-duckings St James's Church to learn about Easter AA Cluster Dance Show.	Mr Dekker-Traditional tales from Holland 'Once upon a Time' Gressenhall school trip Federation Teddy Bear's Picnic	