

EYFS

Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Can you tell me a story?	How do people celebrate?	How can I care for myself?	How can I care for my world?	What is Thetford like?	How are cultures different?
Engage	Story Walk	Place of Worship visit Fruit tasting	People who help us visit	Nature Walk	Ancient House Museum	Fiesta!
Express	Share a Story	Christmas Performance Family Smoothie Party	Change for Life Day	Nature Art: Outdoor Gallery	Time Capsule	Around the World Showcase
Key Text (s)	Tell me a story SHHH!	Handa's Surprise	Owl Babies	Farmer Duck	Knuffle Bunny	Anna Hibiscus' Song
Maths	Matching and sorting Comparing amounts Comparing size, mass & capacity Exploring pattern	Representing numbers to 5 One more and less 2D shapes Positional Language Time	Comparing and composing numbers to 10 Introducing 0 Comparing mass and capacity, length and height	Number bonds to 10 Time Pattern 3D shapes	Building numbers beyond 10 Adding more and taking away Spatial reasoning (match, rotate, manipulate & Compose and decompose)	Doubling, sharing & grouping Even and odd Deepening understanding Spatial reasoning (visualising and building & mapping)
Key ELG	Expressive Arts and Design: Creating with Materials	People, Culture and Communities	Self-Regulation	The Natural World	Understanding the World: Past and Present	People, Culture and Communities
Understanding the World	Compare and contrast characters from stories: Feature characters from a range of cultures and times in storytelling. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of the community Compare and contrast characters from stories	Talk about members of family and community Name and describe people who are familiar to them	Explore the natural world around them Observations and drawings of the natural world, including animals and plants Opportunities to touch, smell, and hear the natural world, providing lots of hands-on experiences	Comment on images of familiar situations in the past Share texts, images and tell oral stories that help children develop an understanding of the past Draw information from a simple map Describe what they see, hear and feel whilst outside	Show children how families can be different Recognise some similarities and differences between life in this country and life in other countries Recognise some environments are different to the one in which they live

Autumn 1 – Can you tell me a story?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key question	Can you listen to a story?	Can you tell me what happens in a story?	What is the plot of the story?	What lessons can we learn from stories?	How are stories the same or different?	Can you tell a story about a real person?	Can you make your own story?
Understanding the World.	<p>Read a story every lesson and discuss what is happening in each story.</p> <p>Who are the characters? Where does the story take place? Which story is your favourite?</p>	<p>Hook – Rubble on the floor with straw bricks and sticks. What has happened?</p> <p>Three Little Pigs story and letter from the pigs asking to fix their houses.</p> <p>Materials: building houses. Which material is the strongest?</p>	<p>Three Little Pigs. Modelling:</p> <ul style="list-style-type: none"> • Role play masks. Puppets. • Physical walk through a story outside (in groups) • Map on the floor- telling the story through props. Learn key T4W phrases- once upon a time, who, unfortunately, fortunately, finally. 	<p>Book café- invite parents to read fairy tales with children in different parts of indoor/outdoor area- ask the question ‘what can we learn?’ Draw out the common themes in the stories</p> <p>Make character puppet of your favourite fairy tale character to experiment with storytelling methods</p>	<p>Read the story ‘Little Red Riding Hood’ and the story ‘Little Salma’ (African retelling) to understand stories for different cultures.</p> <p>Make a class comparison grid- what is the same/different?</p>	<p>Introduce author of the fortnight</p> <p>‘The Toymaker’ Martin Waddle. What was a toy maker? Do we have them now? This should help to develop an understanding of the past and present</p> <p>Links: Make a toy.</p>	<p>Ask an author to come into school.</p> <p>Make your own fairy tale character.</p> <p>Dress as a book character day – encourage the children to tell the story of their character – what book are they from? What happens to them?</p>
Talk for writing		<p>Writing task: Name writing</p> <p>Teach 5-sentence story structure and story map.</p>	<p>Cold task: Can you tell me a story?</p> <p>Video the children telling stories, using prompts.</p>	<p>Hook Story walk acting out walking into a castle Learn the story of ‘Shh!’</p> <p>Writing task: Make your own story map of the Shh story (with adult writing dialogue)</p>	<p>Put the story of ‘Shh!’ on a story map as a class.</p> <p>Writing task: Label the story map with key words from story.</p>	<p>Learn the vocabulary in the story. Describe the characters in the story.</p> <p>Writing task: Describing the giant in the story.</p>	<p>Tell the story in different ways (e.g. puppets, role play, props)</p> <p>Hot task: Can you tell me the Shh story? Video the children retelling the story with actions used in the Talk for Writing sequence</p>
Maths	<p>Opportunities for settling in, introducing provision areas, and getting to know the children.</p> <p>Establish key times of the day.</p> <p>Positional language</p>			<p>Matching and sorting</p> <p>Maths challenge: match the Numicon pieces together to find which one is missing on the page</p>	<p>Comparing amounts</p> <p>Maths challenge: sort the beads, explaining what you are doing. Which set has more/less. How do</p>	<p>Compare size, mass and capacity</p> <p>Maths challenge: make cupcakes using the egg to balance out flower, sugar and butter.</p>	<p>Exploring Pattern</p> <p>Maths challenge: make a repeating pattern using natural resources. HAP – spot the mistake.</p>

					you know? Use a 5 frame to show.		
Handwriting	Developing fine motor skills through daily ‘funky fingers’ morning activities.						
PE		Get Set 4 PE: Introduction to PE Unit 2, Lesson 1 To move around safely in space	Get Set 4 PE: Introduction to PE Unit 2, Lesson 2 To follow instructions and stop safely	Get Set 4 PE: Introduction to PE Unit 2, Lesson 3 To stop safely and develop control when using equipment	Get Set 4 PE: Introduction to PE Unit 2, Lesson 4 To follow instructions and play safely as a group	Get Set 4 PE: Introduction to PE Unit 2, Lesson 5 To follow a path and take turns	Get Set 4 PE: Introduction to PE Unit 2, Lesson 6 To work cooperatively with a partner
Science	“One World” by Michael Foreman						
Computing	E-safety Learning SMART rules						
Music	Kapow Music Musical stories						
Provision	<ul style="list-style-type: none">• Role play – castle, dresses, knights dress up (add giant footsteps and giant cutlery and plates for SHHH)• Beanstalk phonics wall, adding new sounds on leaves.• Puppet show with chairs.• Outdoor- storytelling chair with books to read• Outdoor- construction area to build houses for pigs, or castles.						

Autumn 2 – How do people celebrate in different ways?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key question	What does celebrate mean?	Have you celebrated before?	How do people celebrate Diwali?	How do people celebrate Eid?	How do people celebrate advent?	How do people celebrate Christmas?	What is different about celebrations?
Understanding the World.	<p>Look at the Autumn vocabulary and talk about each word. What does it mean? Can you use it in a sentence?</p> <p>Autumn festival! What is Autumn like? Take children outside and draw their attention to the changing season</p> <p>Bonfire night safety and art.</p>	<p>Children to share pictures and props and tell the class how they celebrated their birthday. e.g. Who came to your birthday party? What did you eat?</p> <p>Note the differences in the class and discuss.</p> <p>What would birthday parties have been like in the past?</p>	<p>Visitor in school to talk about Diwali.</p> <p>Have a Diwali party at the end of the week.</p> <ul style="list-style-type: none"> clean and decorate the classroom make Rangoli patterns watch a firework display hear the story of Rama ad Sita. 	<p>Visitor in school to talk about Eid.</p> <p>How is Eid celebrated?</p> <p>What special places are visited at Eid?</p> <p>Are there any similarities between the celebrations? Can you explain what they are?</p>	<p>Nativity</p> <p>Visit to a church- see the advent candle and wreath and look at Nativity scene.</p> <p>How is the church important to the community, especially at Christmas?</p>	<p>Visitor in school to talk about Christmas. What is your experience of Christmas? Do we all celebrate in the same way? Do people around the world celebrate differently?</p> <p>Children discuss their experiences of Christmas and what they like most about this time of year</p>	<p>Pictures to sort and explain how they are different, and what similarities there are.</p> <p>Make a class mural of different celebrations.</p>
Talk for writing	<p>Hook What is a surprise? Surprise fruit tasting lesson.</p> <p>Read the story of Handa's Surprise. Learn the story off by heart.</p> <p>Cold task: Can you write a story? Children to invent story using 5 sentence story structure.</p>	<p>Make a class story map and actions for Handa's Surprise.</p> <p>Discuss and clarify vocabulary in the story.</p> <p>Writing task: Create and label a story map for Handa's Surprise.</p>	<p>Use chopping board to segment sounds and write them down.</p> <p>Hot task: Write down the story (or part of the story) of Handa's Surprise.</p>	<p>Learning about adjectives and create word banks.</p> <p>Writing task: Fill in the gap activity from the story with adjectives.</p>	<p>How to write a list: bullet points, new line for each point</p> <p>Writing task: Describe an animal from Handa's Surprise by writing a list.</p>	<p>Class model text, writing a list for Handa's Surprise. Pause a story, write a warning for Handa!</p> <p>Writing task: Make a shopping list for Handa, what fruits does she need?</p>	<p>Thinking of your own ideas and writing them down.</p> <p>Hot task: Write a Christmas letter to Santa which includes a list.</p>
Maths	<p>Representing 1,2,3</p> <p>Maths challenge: composing 3 using 3 double sided counters. Shae the counters and then drop them together.</p>	<p>Circles and Triangles</p> <p>Maths challenge: which 3D shapes will print a circle or triangle? Can you make a pattern?</p>	<p>Positional Language</p> <p>Maths challenge: follow the pictorial clues to go on a treasure hunt, describing</p>	<p>Representing numbers to 5</p> <p>Maths challenge: put numbers 1-5 in order and</p>	<p>One more and less</p> <p>Maths challenge: adding objects and taking them away from the 5 frame. Using a number line to say</p>	<p>Shapes with 4 sides</p> <p>Maths challenge: go on a shape hunt. What 2D shape can you see?</p>	<p>Time</p> <p>Maths challenge: order the pictures to say what will come next to make a cake.</p>

Spring 1 – How can I care for myself?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key question	Are all families the same?	How does my family look after me?	How do I grow?	Who looks after me?	What can I do to be healthy?	How does my body work?	Express
Understanding the World.	Bring in family photos. Talk about members of their immediate family. Who is important to you? Who do you live with? Teacher talk about family too, encourage the children to ask questions.	Visit from a mum and baby if possible – talk about what the baby needs. Who looks after you? What do they do for you? Talk about Raleigh family and who looks after you in school.	Bring in and show photos of children as a baby and children now. How have you changed? How are you looked after differently now than when you were a baby? How might then change when you get older? Comparison lessons. Winter Festival	People who help us – visit from policeman/fireman. How do these people look after us? When might we need them? Children discuss when they have met these people in the community.	Healthy eating, sleeping, teeth, drinking etc Making healthy dinner plates, healthy cooking etc. Visit from Nurse to discuss healthy lifestyle	Learn about the senses and test senses through different sensory activities. Explore the world around using senses. Get children outside to see the changing season of Spring – what can you see, smell, hear or touch? How do each of the seasons affect your senses? Computing	Recap learning Share books with children from different family types Look at families around the world – how does it differ e.g. people who live together. Family event – linked to healthy eating (e.g., picnic, smoothie making etc)
Talk for writing	Owl Babies Hook Owl visit Owl Babies: Learn the story off by heart. Tell the story in different ways. Cold task: Can you write a story? Children to invent story using 5 sentence story structure .	Create a class story map for Owl Babies. Learn key vocabulary from the story. Writing task: Create and label a story map for Owl Babies.	Using finger spaces in between words. Freeze frames and feelings charts to show emotions of the owl babies. Hot task Can you write the 'Owl Babies' story?	What is a question? Learning about question marks. Writing task: Write questions that you have about owls.	Find out facts about owls. Write a whole class non-fiction text. Writing task: Write facts about owls, copying the whole class text.	Writing a non-fiction text. Features including a picture and caption, heading and facts. Sorting facts into headings. Hot task Write a non-fiction text about owls.	
Maths	Introducing 0 Comparing numbers to 5 Maths challenge: make numbers to 5 by placing	Compare mass Maths challenge- Compare objects in the classroom according to their mass.	Compare capacity Maths challenge: different containers. Which one will hold the most water? Why do	Numbers 6,7,8 Making pairs Maths challenge: building 10 frames with numbers and saying what you	Combining 2 groups Maths challenge: picking and counting dots on a domino.	Combining 2 groups Maths challenge: If your domino has 6 spots, what could be on each side?	

Spring 2 – How can I care for my world?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key question	What animals are in my environment?	What plants are in my environment?	How can we look after animals?	How can we look after bees?	What do plants need to grow?	What can we do to protect the Earth?
Understanding the World.	Spring festival Observation of the outside world, naming and describing familiar plants and animals: <ul style="list-style-type: none"> Bug hunting Bird watching Butterfly kit- hatching butterflies..	Observe and draw natural world items. Take children into different local environments to see the different types of plant Naming of familiar plants Tree rubbings and natural art using findings from walks (matching colours/printing etc.)	Vet/RSPCA visit What animals do we need to care for? What do animals need? What do animals eat? Design and make a bug house to be placed in the sensory outdoor space	Beekeeper visit Look at beehive, taste honey. Why are bees so important? Why are they in danger? Information about bees. Decorate information with honeycomb-style cover made from printing.	Visit the sensory garden. Are the plants growing well? Why? Who looks after the plants? Explain that we are going to grow plants. What will we need to do? How will we look after it? Make a plant diary and monitor daily	What can we do to improve the environment for animals and ourselves? Focus on recycling – lots of childrens characters have resources linked to recycling Sort rubbish and recycling Making posters – why is it important to recycle?
Talk for writing	Hook: Farm Visit Farmer Duck – read story. Learn the story off by heart, telling the story in different ways. Cold task: Can you write a story? Children to invent story using 5 sentence story structure .	Create a class story map for 'Farmer Duck'. Learn key vocabulary from the story. Writing task – Create and label a story map for 'Farmer Duck'.	Capital letters at the start of sentences and for names. Whole class writing: How will you get rid of the farmer? Hot task – Can you write the story of 'Farmer Duck'?	Whole class model- writing instructions. Writing task: write instructions for farmer duck, using whole class model.	Writing instructions features – new line, numbers, sentences. Paired activity: What is wrong with my instructions? Writing task – Write instructions for how to look after a farm.	What are verbs? Make a word bank of verbs. Learn how to use verbs in instructions. Whole class writing: write an instruction for your teacher Hot task – Write instructions for growing a plant.
Maths	Length and height Maths challenge: baby size chart. Put the babies in order of height. Measure with a ruler.	Time Maths challenge: days of the week in order. What do you do on each day?	Numbers 9 & 10 Comparing numbers to 10 Maths challenge: different ways of representing numbers. Children to say how many and then order them.	Number bonds to 10 Maths challenge: double sided counter drop, how many red? How many blue? Write the addition sentences for number bonds to 10.	3D shapes Maths challenge: sort the shapes into any way you like. Why have you sorted them that way?	Patterns Maths challenge: create your own pattern. Will the pattern complete if the boxes are in a rectangle shape?
Handwriting	Practise lowercase 'c, a,d,s'	Practise lowercase 'g,o,q,f'	Practise lowercase 'l,t,h,b'	Practise lowercase 'k,r,n,m'	Practise lowercase 'p,l,j,u,y'	Practise lowercase 'v,w,x,z,e'

PE	Get Set 4 PE: Fundamentals Unit 2, Lesson 1 To develop balancing	Get Set 4 PE: Fundamentals Unit 2, Lesson 2 To develop running and stopping	Get Set 4 PE: Fundamentals Unit 2, Lesson 3 To develop changing direction	Get Set 4 PE: Fundamentals Unit 2, Lesson 4 To develop jumping	Get Set 4 PE: Fundamentals Unit 2, Lesson 5 To develop hopping	Get Set 4 PE: Fundamentals Unit 2, Lesson 6 To explore different ways to travel using equipment
Science	“The Gruffalo” by Julia Donaldson Identify and name plants and animals					
Computing	Coding Unplugged Collecting Objects Part 1					
Music	Kapow music Music and movement					
Provision	Role play ○ Garden centre ○ Recycling centre with bins to sort materials Animal zone – hatching butterflies, notebooks and magnifying glasses ○ Outside <ul style="list-style-type: none"> • nature area – checklists for spotting plants and animals, magnifying glasses, bug houses • gardening area, soil, plant pots, trowels and garden gloves. 					

Summer 1 – What is Thetford like?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key question	What does Thetford look like?	What does a map look like?	How is Thetford different to other places?	How has Thetford changed?	How has school changed?	What is old and what is new?	How is the past different to now?
Understanding the World.	<p>Hook: Go on a walk to spot the different parts of town.</p> <p>What town do we live in? What road is the school on?</p> <p>Learn key vocabulary about towns and places.</p>	<p>Look at pictures of maps of Thetford and aerial photos. What can you see?</p> <p>Follow a map on another Thetford walk.</p> <p>Make your own map of the school.</p>	<p>Look at maps and pictures of a contrasting environment. What is different to Thetford?</p> <p>Look at maps of London and pictures of London. What is different?</p> <p>Write a letter to somebody in London to tell them about Thetford.</p>	<p>Visit to the castle and Abbey ruins. Tell stories of Thetford.</p> <p>Look at old photos of Thetford.</p> <p>Look at transport, buildings and people. What is different? What has stayed the same?</p>	<p>Fancy dress day: Victorian school.</p> <p>Have a day in a Victorian school role play.</p> <p>How was it different? Did you like it? Which school would you like to attend tomorrow?</p>	<p>Look at selection of old toys and books. Is it old? Is it new? How can we look after old things? Sorting toys into old and new piles. Learning about old toys.</p>	<p>Visit to Ancient House</p> <p>Looking at photos of artefacts. What have you learnt?</p> <p>Make a museum in the classroom.</p>
Talk for writing	<p>Hook: Take a Knuffle Bunny on the walk to town – take photos with them</p> <p>Learn the story of ‘Knuffle Bunny’, and actions. Tell the story in different ways.</p> <p>Cold task: Can you write a story? Children to invent story using 5 sentence story structure .</p>	<p>Create a class story map. Learn the key vocabulary from the story.</p> <p>Writing task: create and label a story map for ‘Knuffle Bunny’.</p>	<p>Full stops at the end of sentences- sentence structures.</p> <p>Hot seating: losing your favourite toy.</p> <p>Whole class writing: Lost poster for toy.</p> <p>Writing task: write the Knuffle Bunny story.</p>	<p>How to innovate a story- placing post-it notes over a story map.</p> <p>Writing task: Innovate Knuffle Bunny story by editing story map and creating box changes.</p>	<p>Make a new class version of ‘Knuffle Bunny’ story by sticking in black and white photos of Thetford and the children write a page of the story.</p> <p>Hot task: Write your own innovated Knuffle Bunny story.</p>	<p>Class model for writing a letter.</p> <p>Paired activity: What is wrong with my letter?</p> <p>Writing task: Write a letter about Thetford, using class model.</p>	<p>Learn the features of a letter- dear, from, ask questions, writing in sentences.</p> <p>Whole class writing: write a card.</p> <p>Hot task: Write a letter to someone from London, describing Thetford.</p>

Summer 2 – How are cultures different?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key question	What do you know about Africa?	What do you know about China?	What do you know about Mexico?	What do you know about Brazil?	Is everyone the same?	Can you speak confidently to an audience?
Understanding the World.	<p>Hook: African Party</p> <p>African Drummers Learn an African song (call and response song)</p> <p>Make African print materials Make African animal art</p> <p>How is Africa different to where we live?</p>	<p>Learn a Chinese dragon dance Make Chinese lanterns Chinese New Year Learn Heads, shoulders, knees and toes in Mandarin!</p> <p>How is China different to where we live?</p>	<p>Mexican Fiesta! Try Mexican food (nachos) Make guitars Day of the dead celebrations linked to music. Show videos of Mexican mariachi bands</p> <p>How is Mexico different to where we live?</p>	<p>Welcome to Brazil!</p> <p>Rainforest animal art Carnival dance and masks Carnival shakers Learn a samba dance</p> <p>How is Brazil different to where we live?</p>	<p>Practise the performances for the World Fiesta –</p> <p>Talk about how life is different for you and somebody in another country.</p> <p>Which country would you most like to live in? Why?</p>	<p>Perform the World Fiesta to parents.</p> <p>Children create a parade/dance to showcase their learning of contrasting places around the world.</p> <p>Children read information as a showcase of learning to parents</p>
Talk for writing	<p>Hook: African Party</p> <p>Anna Hibiscus' Song – Learn the story, telling the story in different ways.</p> <p>Cold task: Can you write a story? Children to invent story using 5 sentence story structure .</p>	<p>Create a story map for Anna Hibiscus' song. Learn the key vocabulary from the story.</p> <p>Writing task – Story map with annotations for Anna Hibiscus' song.</p>	<p>Letter formation, using handwriting practise in writing. Whole class writing: innovating the story to Anna Hibiscus being sad.</p> <p>Hot task: Write the story for Anna Hibiscus' Song.</p>	<p>Write a list of what to do when you're happy. Writing at tables: write what to do when you're happy- make class collection.</p> <p>Writing task – What do you do when you're happy? Write a list.</p>	<p>Rhyming words Paired activity: rhyming game</p> <p>Writing task – Write rhyming words to match last week's ideas.</p>	<p>Write a song using rhyming words.</p> <p>Hot task- Write your own happiness song, using rhyming words.</p>
Maths	<p>Doubling</p> <p>Maths challenge: roll 2 dice. If you get double, work out how many and write it down in your maths books.</p>	<p>Sharing and grouping</p> <p>Maths challenge: share out the amount between a certain amount of characters.</p>	<p>Even and odd</p> <p>Maths challenge: have a selection of different representations of a number – 10 frame, Numicon. Ask the children whether it's even or odd and ask them to explain</p>	<p>Spatial reasoning: Visualise and build</p> <p>Maths challenge: can you make the same model as me by following my instructions? Can you make a model and give instructions?</p>	<p>Deepening understanding: Patterns and relationships</p> <p>Maths challenge: how many ears are there on 3 rabbits? How do you know?</p>	<p>Spatial reasoning: Mapping</p> <p>Maths challenge: Hide some treasures and then draw a map to show where the treasure is.</p>

			why. Can you make an even number?			
Handwriting	Practise capital letters 'A,B,C,D'	Practise capital letters 'E,F,G,H'	Practise capital letters 'I,J,K,L'	Practise capital letters 'M,N,O,P,Q'	Practise capital letters 'R,S,T,U'	Practise capital letters 'V,W,X,Y,Z'
PE	Get Set 4 PE: Gymnastics Unit 2, Lesson 1 To create short sequences using shapes, balances and travelling actions	Get Set 4 PE: Gymnastics Unit 2, Lesson 2 To develop balancing and safely using apparatus	Get Set 4 PE: Gymnastics Unit 2, Lesson 3 To develop jumping and landing safely from a height	Get Set 4 PE: Gymnastics Unit 2, Lesson 4 To develop rocking and rolling	Get Set 4 PE: Gymnastics Unit 2, Lesson 5 To explore travelling around, over and through apparatus	Get Set 4 PE: Gymnastics Unit 2, Lesson 6 To create short sequences, linking actions together and including apparatus
Science	"Zoo in the Sky" by Jacqueline Mitton Introduction to space					
Computing	Digital Literacy					
Music	Performing songs for the World Fiesta					
Provision	Travel agents role play – information about different countries. Africa – drums and other instruments to play China – lanterns that children make Brazil – rainforest Outdoor – traditional games played around the world.					