

Bignold Primary School & Nursery Curriculum Map 2026 – 27



Nursery (2-3)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	All About Me 	Special Times 	Stories & Songs 	Amazing Animals 	Helping Hands 	Let's Explore 
The Big Question	Who lives in my house?	How do we celebrate?	What happens in stories?	Who lives here?	Who helps us?	How do we travel to nursery?
Interests/Lines of Enquiry	Starting nursery Daily routines Feelings and emotions Making friends My family My home My body My senses Self-care routines Autumn changes	Celebrations and special times Family traditions Birthdays Light and dark Bonfire Night Diwali Christmas Baking and cooking Winter changes	Favourite nursery rhymes Traditional tales Story characters Story settings Puppets Storytelling Joining in with repeated refrains Dressing up and role play Favourite books	Farm animals Wild animals Pets Animal sounds Animal homes Minibeasts Life cycles Caring for living things Spring changes Feathers Animal footprints	Who helps us at home? Who helps us at nursery? Keeping ourselves safe Looking after others Using emergency vehicles Helping each other through kindness	Exploring outdoors Nature walks Treasure hunts Water play Sand play Camping Seaside Summer weather Outdoor adventures Puddles Weather
Enrichment Opportunities	Family photographs Visit around the nursery Sensory play	Birthday celebration Diwali activities Christmas performance	Puppet theatre school visit Story sacks Dressing up Library visit	Animal visitor Minibeast hunt Planting seeds	Visit from a firefighter Police officer visit Vet role play Dentist visit	Picnic Nature walk Beach-themed day

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	Autumn walk	Baking				Obstacle course
Roleplay areas	Home corner Baby care Kitchen Family role play	Birthday party Bakery Christmas home Celebration café	Puppet theatre Storytelling area Traditional tales Small world storytelling	Farm Vet surgery Pet shop Woodland small world	Doctor's surgery Fire station Police station Building site Dentist Post office	Campsite Garden centre Ice cream parlour Beach café Travel agents
Key texts	Goat goes to playgroup Eyes, nose, belly, toes Ollie feels fine (emotions book) Peace at Last When Autumn comes	That's Not My Christmas Tree The Best Diwali Ever Pip and Posy The Birthday Party Draw me a star	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs We're Going on a Bear Hunt Each Peach Pear Plum	Dear Zoo Farmer Duck The Very Hungry Caterpillar Baby bear baby bear what do you see? Farm Babies	Zog and the Flying Doctors Police Officers on Patrol Peppa Pig: Dentist Trip Topsy and Tim Meet the Firefighters Busy People: Doctor	We're Going on a Bear Hunt What the Ladybird Heard at the Seaside Spot goes camping Maisy Goes on Holiday Little World: On the train
Rhyme time	Round and Round the Garden Wind the Bobbin Up Pat-a-Cake Twinkle Twinkle	Christmas songs Christmas Pudding Christmas Cracker Jingle Bells	Hickory Dickory Dock Humpty Dumpty Miss Polly Had a Dolly Jack and Jill	Baa Baa Black Sheep Hey Diddle Diddle 1,2,3,4,5 Once I Caught a Fish Alive Grand Old Duke of York	Incy Wincy Spider Mary, Mary Quite Contrary Ring a Ring o' Roses 1,2 Buckle My Shoe	Wheels on the Bus Row, Row, Row Your Boat A Sailor Went to Sea Down at the Station
Personal, Social and Emotional Development	Self-Confidence and Self Awareness Find own nose, eyes or tummy as part of naming games.					

Self-regulation	• Learn that their own voice and actions have effects on others.
Managing Self	• Use pointing and eye gaze to make requests and to share an interest. How do we care for living things? How do we travel to nursery? • Engage other people to help achieve a goal, e.g. to get an object out of reach.
Building Relationship	Managing Feelings and Behaviour • Use a familiar adult to share their feelings with such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Start to soothe themselves and may like to use a comfort object. • Cooperate with care-giving experiences, e.g. dressing. • Understand 'yes', 'no' and some boundaries. Making Relationships • Seek to gain attention in a variety of ways, drawing others into social interaction. • Build relationships with special people. • Notice and are wary of unfamiliar people. • Interact with others and explore new situations when supported by a familiar person. • Show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.

Physical Development Gross Motor Skills Fine Motor Skills	Gross Motor Skills • Lean forward to pick up small toys. • Hold an object in each hand and bring them together in the middle, e.g. holds two blocks and bang them together. • Show pleasure in the sensory experience of making marks in damp sand, paste or paint. • Walk upstairs holding the hand of adult. • Actively cooperate with nappy changing Fine Motor Skills • Pick up small objects between their thumb and fingers. • Hold a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. • Start to balance blocks to build a small tower. • Hold their own cup. • Eat finger foods and bring them to their mouth. • Begin to drink from an open cup
Communication and Language Listening, attention and understanding Speaking	Listening and Attention • Pay attention to dominant stimulus and are easily distracted by noises, children or other people talking. • Show interest in adults making sounds and moving their bodies. • Start to notice other children making noises around them. • Listen to and respond to simple instructions. Understanding • Start to follow others' body language, including pointing and gesture. • Respond to the different things said when in a familiar context with a special person, e.g. 'Where's Mummy?', 'Where's your nose?' • Start to understand single words in context, e.g. 'cup', 'milk', 'daddy'. • Select familiar objects by name and will go and find objects when asked or identify objects from a group. • Understand simple sentences, e.g. 'Throw the ball.' Speaking • Use sounds in play, e.g. 'brrrm' for a toy car. • Use single words. • Frequently imitate words and sounds. • Babble and increasingly experiment with using sounds and words to communicate for a range of purposes, e.g. teddy, more, no, bye-bye. • Use pointing with eye gaze to make requests and to share an interest. • Create personal words as they begin to develop language.

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	Begin to wash hands with support Drink from open cup Help to tidy away toys Recognise own peg or belongings Roll up sleeves with support	Wash hands with increasing independence Pour a drink with support Return toys to the correct place Find own belongings	Dry hands independently Pour with increasing confidence Tidy resources after play Put on coat with support	Pull trousers up and down with support Feed themselves using cutlery Help to care for the learning environment Attempt to put on shoes	Sit on the toilet or potty with support Serve themselves at snack time Take responsibility for personal belongings Take off shoes independently	Follow basic hygiene routines independently Use a knife to spread soft toppings with support Tidy independently after activities Put on coat and shoes with minimal support
Literacy	• Develop a love of books, stories, rhymes and songs. • Explore books by turning pages and looking at pictures. • Join in with familiar songs, rhymes and repeated actions. • Enjoy sharing books with adults. • Explore mark making using a range of tools and materials.		• Begin to choose favourite books and revisit familiar stories. • Join in with repeated refrains and familiar phrases. • Talk about pictures and familiar characters in books. • Recognise that print carries meaning. • Use a range of mark-making tools to represent ideas and experiences.		• Retell familiar stories through play, puppets and small world. • Handle books with care and increasing independence. • Anticipate familiar words and phrases in stories and rhymes. • Give meaning to their marks and talk about what they have created. • Begin to recognise their own name in meaningful contexts.	

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Mathematics	Number • Number songs and action songs (up to 5). • Begin to organise and categorise objects. • Match familiar objects. Shape, Space and Measure • Explore and build with blocks and objects. • Get to know daily routines. • Explore the concepts of big/small, full/empty and in/out. • Begin to use simple positional language such as in, on and under.	Number • Number songs and action songs (up to 5). • Begin to say some number names (up to 3). • Compare small groups using more and less. • Sort objects by colour, size or type. Shape, Space and Measure • Explore and begin to create structures with shapes and objects. • Link objects and actions to daily routines (e.g. cup to snack time). • Begin to fit shapes into inset boards and puzzles. • Explore and talk about patterns. • Explore the concepts of heavy/light and fast/slow	Number • Number songs and action songs (up to 5). • Begin to give the correct amount of objects from collections (up to 3). • Compare quantities through play. Shape, Space and Measure • Create simple structures using blocks and objects. • Link sequences of actions with daily routines • Use positional language such as in, on, under, behind and next to during play • Explore filling and emptying containers using sand, water and other materials.
Expressive art and design	• Explore a range of creative materials using their senses. • Join in with familiar songs, nursery rhymes and action songs. • Explore marks using a variety of tools and media. • Enjoy imaginative play alongside adults and other children. • Explore construction materials and loose parts.	• Combine different materials and media to create simple models and pictures. • Move to music using different actions and respond to changes in tempo. • Experiment with colour, texture and pattern through open-ended art experiences. • Use props and small world resources to develop simple pretend play. • Build and create simple structures for a purpose.	• Select and use a range of materials to express their own ideas. • Sing familiar songs and use movement to express feelings. • Create with increasing purpose and talk about what they have made. • Develop imaginative play by acting out familiar experiences and stories. • Adapt and extend creations through construction, loose parts and junk modelling.

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Understanding the world	• Talk about people who are special to them. Explore their home, nursery and familiar environments. • Notice changes in the weather and autumn. • Show curiosity about natural materials such as leaves, sticks and conkers. Begin to care for plants, animals and the world around them.	• Explore similarities and differences between animals, plants and everyday objects. • Notice signs of spring and changes in the natural world. • Talk about familiar occupations and people who help us. • Explore different materials, water, sand and natural resources. • Show interest in how things work through play.	• Talk about past and present experiences using simple language. • Explore the outdoor environment with growing confidence and curiosity. • Observe living things and begin to care for them. • Recognise seasonal changes and talk about what they notice in summer. • Investigate, question and solve simple problems through hands-on exploration.
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Pre-School (3-4)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Me & My World 	Celebrations & Traditions 	Nursery rhymes & Traditional Tales 	Wild Animals 	On the Move 	Big Adventures 
The Big Question	Who am I and where do I belong?	How do people celebrate special times?	How do stories and rhymes come alive?	Who lives in the wild?	How do things move?	Where will our adventures take us?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting preschool Routines Feelings Friendships Family Homes My body Senses Autumn changes	Celebrations and special times Family traditions Birthdays and special memories Light and dark Bonfire Night Diwali Christmas Winter changes	Favourite nursery rhymes Story characters and settings Traditional tales Sequencing stories Puppets and storytelling Rhyming words and repeated refrains Winter to spring changes	Jungles Safari animals Habitats Animal babies Minibeasts Life cycles Caring for animals	Transport Journeys Maps Wheels Road safety Local area People who travel Boats, trains & planes	Exploring outdoors Treasure maps Sea creatures Camping adventures Summer Water play
Cultural capital and enrichment	Autumn walk Family photos Library visit	Baking Celebration experiences Christmas crafts Seasonal walks	Storytelling day Puppet theatre trip Baking Rhyme time	Animal visitor Bug hunt Planting	Wheels day Transport walk	Picnic Sports day Treasure hunt

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	Harvest					Pettit's Visit?
Roleplay areas	Home corner Baby clinic Family home	Bakery Celebration café Wrapping station	Story cottage Puppet theatre Bakery	Safari park Vets Animal rescue	Bus station Garage Travel agents	Campsite Pirate ship Explorer camp
Key texts	The Colour Monster Full, Full, Full of Love Owl Babies All Are Welcome Only One You My hair Hello Autumn	Binny's Diwali Kipper's Birthday That's Not My Reindeer The Christmas Story Peppa's Diwali The Jolly Christmas Postman Ray	Humpty Dumpty Twinkle Twinkle Incy Wincy Spider Five Little Ducks Hickory Dickory Dock Miss Polly Had a Dolly Jack and Jill Goldilocks The Three Little Pigs Little Red Riding Hood The Enormous Turnip The Little Red Hen	Rumble in the Jungle Walking Through the Jungle Dear Zoo Giraffes Can't Dance Brown Bear, Brown Bear, what do you see? Monkey Puzzle The Very Hungry Caterpillar Tadpoles Promise	The Train Ride Naughty Bus Duck in the Truck We All Go Travelling By Mrs Armitage on Wheels Emma Jane's Aeroplane The Hundred Decker Bus We catch the bus	Handa's Surprise The Everywhere Bear We're Going on a Bear Hunt Commotion in the Ocean The Train Ride Once upon a Journey Masie goes camping

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Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	Building relationships with adults and peers	Talking about what makes us special	Building confidence to speak in groups	Developing confidence to share ideas	Learning about keeping safe	Learning about similarities and differences
	Learning classroom routines	Learning about similarities and differences	Sharing ideas during role play	Playing cooperatively with others	Taking turns during games and role play	Talking about different families and communities
	Exploring feelings and emotions	Building confidence in group activities	Learning to take turns in games and storytelling	Learning to care for living things	Building confidence to share experiences	Developing confidence to try new experiences
	Learning to take turns	Taking turns and sharing	Developing perseverance through challenges	Talking about feelings through stories	Playing cooperatively	Cooperation and sharing ideas
	Beginning to play alongside and with others	Talking about feelings linked to celebrations	Playing cooperatively with others	Building resilience when trying new activities	Developing independence in daily routines	Celebrating what makes us unique
	Developing confidence in a new environment	Developing independence in routines	Talking about feelings through stories	Developing independence during routines	Talking about feelings during journeys and new experiences	Reflecting on memories

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Physical Development Gross Motor Skills Fine Motor Skills	Developing gross motor skills outdoors	Fine motor activities linked to celebrations (threading, decorating, wrapping)	Action songs and movement rhymes	Moving like different animals	Large movement activities	Exploring outdoors
	Climbing, balancing, running and jumping		Fine motor activities linked to story making	Obstacle courses inspired by habitats	Obstacle courses linked to journeys	Fine motor activities
	Fine motor activities (threading, playdough, tweezers)	Using scissors with increasing control	Building and creating story settings	Fine motor activities (threading, tweezers, playdough animals)	Fine motor activities (construction, threading, tool use)	Water play and sensory
	Beginning to hold mark-making tools with increasing control	Exploring movement through music and dancing	Dancing and movement to nursery rhymes	Developing pencil control through drawing patterns	Mark making tracks, roads and maps	Mark making using large and small movements
	Toileting and handwashing routines	Outdoor balancing, climbing and movement	Developing pencil and tool control	Outdoor movement		Developing independence and self-care
		Developing self-care and hygiene routines	Gross motor development outdoors	Developing self-care skills	Outdoor balancing and climbing	
					Developing coordination	
Communication and Language Listening, attention and understanding Speaking	Settling into routines and listening to adults	Learning vocabulary linked to celebrations and festivals	Joining in with repeated phrases and refrains	Learning new vocabulary linked to animals and habitats	Learning new vocabulary linked to transport and travel	Learning vocabulary linked to adventures and places
	Learning new vocabulary linked to classroom routines	Joining in with repeated phrases and familiar stories	Retelling familiar stories using props	Talk about favourite animals and why	Talking about journeys and experiences	Talking about holidays, journeys and experiences
		Beginning to talk about experiences at home		Listening to and join in with story language	Listening to stories and joining in with repeated phrases	Listening to stories from different places and cultures
	Following simple instructions	Following simple two-step instructions	Learning and using story language	Begin to answer questions about books and experiences		

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	Joining in with songs and familiar rhymes Talking about themselves and their families Beginning to answer simple questions	Asking simple questions Retelling familiar events in simple sentences	Listening carefully during story times Beginning to talk about characters and events Using talk during imaginative play	Following instructions during activities Using talk during imaginative play	Asking simple questions Following instructions during games and activities	Beginning to ask questions about the world Using talk during imaginative play Joining in with repeated phrases and storytelling
Literacy	Key Focus: Books, rhyme and talk Children will: Handle books carefully Begin to understand print carries meaning Join in with repeated phrases Talk about familiar stories Recognise their name	Key Focus: Story language, rhyme and celebrations Children will: Join in with repeated refrains Begin to talk about characters and events Continue recognising their name	Key Focus: Storytelling, rhyme and repetition Children will: Retell familiar stories with support Begin to sequence simple events Recognise familiar book features Enjoy rhyme and repeated language Begin to talk about favourite books and characters	Key Focus: Story language and information books Children will: Talk about favourite animals and characters Begin to talk about story events Enjoy non-fiction texts about animals Recognise familiar words and pictures in books	Key Focus: Stories, journeys and information texts Children will: Join in with repeated refrains Talk about journeys and vehicles Enjoy books about transport Begin to talk about events in stories Recognise familiar signs and symbols	Key Focus: Stories, adventures and experiences Children will: Join in with repeated refrains Talk about characters and settings Explore books about different places and communities Begin to retell familiar events

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		Enjoy sharing books with adults and peers				Enjoy sharing favourite stories with peers
Mark Making	Mystery marks	Making marks linked to celebrations	Story maps	Animal patterns and prints	Drawing roads and tracks	Treasure maps
	Large movements and patterns	Drawing fireworks and patterns	Drawing favourite characters	Drawing favourite animals	Creating transport maps	Drawing holidays and journeys
	Drawing circles and lines	Circular and zig-zag movements	Marks linked to rhymes and stories	Large-scale animal movement marks	Ticket writing and symbols	Representing ideas through pictures
	Giving meaning to marks	Beginning to give meaning to drawings	Large-scale mark making	Begin observational drawings	Large-scale chalk mark making outdoors	Large-scale outdoor mark making
	Beginning to draw faces and family members	Exploring early name marks	Giving meaning to drawings	Giving meaning to marks and pictures	Drawing favourite vehicles	Giving meaning to marks
		Decorating cards, invitations, gift tags	Beginning to represent stories through pictures	Exploring marks in sensory materials	Giving meaning to marks	

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	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus
Phonics	Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme	Rhythm and rhyme Alliteration Voice sounds Environmental sounds Instrumental sounds	Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Environmental sounds	Alliteration Voice sounds Oral blending and segmenting Environmental sounds Rhythm and rhyme	Oral blending and segmenting Alliteration Voice sounds Rhythm and rhyme Environmental sounds	Oral blending and segmenting Alliteration Voice sounds Rhythm and rhyme Environmental sounds
Mathematics	Sorting and matching objects Exploring colours Comparing size Counting through songs and play Recognising simple patterns Exploring positional language	Sorting and grouping objects Comparing size and quantity Exploring repeating patterns Counting through songs and celebrations Exploring shape through wrapping, decorations and crafts Beginning to notice numbers in the environment	Counting through nursery rhymes Number songs and finger rhymes Sorting and comparing objects Exploring shape and size through stories Positional language Beginning to notice sequencing and order	Counting animals and comparing groups Matching and sorting animals Exploring patterns (stripes, spots, shapes) Comparing size and weight Positional language (under, over, through) Exploring simple repeating patterns	Counting vehicles and passengers Comparing speed, size and distance Sorting vehicles by type Exploring positional language (under, over, next to) Recognising simple shapes in transport Creating repeating patterns	Counting objects beyond 5 Comparing size, distance and capacity Exploring positional language Sorting objects from different environments Recognising shapes in the environment Repeating patterns and simple problem solving

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Understanding the World	Family history and special people	Family celebrations and traditions	Materials linked to story houses and objects	Wild animals and habitats	Different types of transport	Communities around the world
	Similarities and differences	Diwali	Comparing homes and environments	Animal babies and life cycles	Journeys and travel	Different homes, foods and celebrations
	My body and senses					
	Homes and environments	Christmas	Seasonal changes – Winter to Spring	Caring for living things	Local environment and transport	Maps and journeys
	Seasonal changes – Autumn	Bonfire Night		Minibeasts	Maps and simple directions	Seaside environments
	Harvest	Similarities and differences between celebrations	Exploring how things work through story problems	Seasonal change – Spring	How things move	Water exploration
		Seasonal change – Winter	Cooking and baking linked to stories			
		Light and dark	Exploring similarities and differences	Similarities and differences between animals	Road safety	Seasonal change – Summer
						Similarities and differences between people and places

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Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Self portraits	Firework paintings	Puppet making	Animal mask making	Junk modelling vehicles	Food tasting and cultural art
	Colour mixing		Story role play	Animal printing and textures	Wheel painting and printing	Exploring music and dance from around the world
	Family pictures	Rangoli patterns	Small world storytelling	Collage using different materials	Transport songs and movement	Treasure map making
	Autumn transient art	Christmas crafts and decorations	Building houses for story characters	Jungle music and movement	Making maps and tickets	Under the sea art and transient art
	Singing familiar songs		Creating story props	Small world animal play	Small world vehicle play	Small world imaginative play
	Exploring instruments	Exploring colour and texture	Singing nursery rhymes	Junk modelling habitats	Building roads and bridges	Den building and role play
	Pretend play in the home corner	Dancing to celebration music	Exploring instruments and sounds	Painting and drawing animals	Exploring music and sounds linked to movement	Junk modelling boats and transport
		Singing seasonal songs and rhymes				
		Small world and role play linked to celebrations				

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me! 	Sparkle and shine! 	Once upon a time! 	Sowing a seed 	Superheroes 	Go Getter s! 
The Big Question	How am I special?	How do people celebrate special times?	What makes a good story?	How can I care for nature?	Who is a real-life superhero?	What can we see and hear at the seaside?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art

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Cultural capital and enrichment	School tour Harvest festival Library visit	Tree dressing ceremony Nativity Pantomime	Fairytale day Chinese new year Valentines day	Wormery or ant farm? Chicks? Pancake day World book day Mothers day Farm Visit Forest School?	Posting letters Visits from real life superheroes Superhero day	Sports day Pirate day Seaside visit
Roleplay areas	Home corner Building site outside Pumpkin patch	Home corner- Christmas theme	Cosy cottage Three little pigs houses outside	Vets Farm	Doctors School	Travel agents Pirate ship
Personal, Social and Emotional Development	We will be learning to... Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show	We will be learning to... Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn,	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	We will be learning to... Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)	We will be learning to... Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence,	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an

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independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	Form positive relationships with adults and friendships with peers. Manage own self-care needs.	Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Physical Development Gross Motor Skills Fine Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day.	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions.	Continue to refine the fundamental movement skills they have already acquired	Control a ball with confidence and accuracy when throwing, catching, kicking and aiming with it.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
	Sit at a table or on the floor to complete an activity.	Developing ability to control a ball without using hands.	Develop overall body-strength, balance, co-ordination and agility.	Link sequences of movement with confidence, control and fluency.		
	Consolidate tripod grip.	Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)			
	Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)					
	Throughout the year we will... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	Talk Through Stories					
Maths	Place value with 10 Addition and subtraction within 10	Addition and subtraction within 10 Geometry (Shape)	Place value with 20 Addition and subtraction within 20	Place value within 50 Length and Height Mass and Volume	Multiplication and Division Fractions Geometry (Position and Direction)	Place value within 100 Measurement (Money) Measurement (Time)
English (Writing, Gr+Pu, Sp+Li)	Strong Start Writing Jack and the Beanstalk – <i>Defeating the Monster Narrative</i>	Handa's Surprise – <i>Narrative</i> Excellent Elephants – <i>Non-Chronological report</i>	Stone Girl, Bone Girl – <i>Recount: letter writing</i>	The Magic Paintbrush – <i>Description</i> <i>Magic wishing narrative</i> Walking through the Jungle - <i>Poetry</i>	Diary of a Tortoise – <i>Recount: diary entry</i>	The Lighthouse Keeper's Lunch – <i>Setting description</i> <i>Instructional writing</i>
Reading	RWI Phonics Beegu	RWI Phonics The Owl and the Pussy Cat	RWI Phonics The Tale of Peter Rabbit.	RWI Phonics And Tango Makes Three	RWI Phonics Here We Are	RWI Phonics The Hare and the Tortoise

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	Where the Wild Things Are The Storm Whale	The Boy who Cried Wolf	Look Up!	Chocolate Cake - Michael Rosen	The Lion Inside. Theres an Orangutan in My Bedroom	The Proudest Blue
Spelling			Year 1 Common Exception Words	Year 1 Common Exception Words	Year 1 Common Exception Words	Year 1 Common Exception Words
Science	Seasonal Changes: Daily Weather Plants including Trees	Animals including Humans		Everyday Materials	Plants.	Revisit: Plants, Animals including Humans and Seasonal Changes
History	Changes within Living Memory		Lives of Significant Individuals			
Geography	Continents	Oceans	UK Countries	Capital Cities	Map and Fieldwork	Hot and Cold Places
Art	Drawing W/A – Line, Texture	Painting W/A – Shape, Colour	Printmaking W/A – Shape, Line, Colour	Textiles W/A – Line, Colour, Texture	3D Art W/A – Line, Form, Texture	Creative Response + Significant Artist

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Personal Development (PSHE, RSE & Religion & Worldviews)	Zones of Regulation Me and My Relationships	What do my senses tell me about the world of religion and belief?	Valuing Difference	How does a celebration bring a community together?	Keeping Safe	What do Jews remember on Shabbat?	Rights and Respect	What does the cross mean to Christians?	Being my Best	How did the universe come to be?	Growing and Changing
Design and Technology	Build (mechanisms) – How can you make a picture move?				Food and Nutrition (C) – How does food affect your senses?				Textiles – How can two squares of fabric keep you warm?		
Computing	Introduction to Purple Mash	Creative Computing			Data Explorers	Creating and Following Instructions			Animated Stories	Technology around Us	
Music	My favourite things: Keeping the pulse	Snail and mouse: Tempo			Seaside: Dynamics	Fairytales: Sound patterns			Superheroes: Pitch	Under the sea: Musical symbols	
PE	Hockey Tag Rugby	Netball Football			Dance Gymnastics	Fitness/Athletics Tennis			Athletics	Cricket Sports Day Prep	
Trips + Visitors	Garlic Theatre Visit (English)	Holy Trinity Church (RE)			Gressenhall (History)	Playhouse Theatre (English)			Picnic at Heigham Park	Our Animal World Visit (Science)	

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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	Reading Spine					
Maths	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Multiplication and Division Length and Height	Mass, Capacity and Temperature Fractions	Fractions Time Statistics Position and Direction
English (Writing, Gr+Pu, Sp+Li)	Paddington – <i>Narrative writing</i> Katie in London – <i>Recount: Letter writing</i>	Great Fire of London – <i>Recount: diary entry</i> Toby and the Great Fire of London – <i>Narrative writing</i>	Kassim and the Greedy Dragon – <i>Narrative: warning tale</i>	How to Trap a Dragon – <i>Instructional writing</i> A Few Terrifying Things - <i>Poetry</i>	The Great Kapok Tree - <i>Non-chronological report</i> <i>Persuasive writing</i> <i>Setting description</i>	Emma Jane's Aeroplane – <i>Narrative: Journey Story</i>
Reading	Grandad's Island The Goose that Laid the Golden Egg Mrs Noah's Pockets	Paddington The Christmas Pine	The Quangle Wangle's Hat Coming to England The Street Beneath My Feet	Rhythm of the Rain The Sun and the Wind	Little People Big Dreams, David Attenborough Fantastically Great Women Who	Fantastic Mr Fox

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					Changed the World	
Spelling	Y1 Common Exception Words	Y2 Common Exception Words	The /dʒ/ sound spelt –ge and –dge at the end of words The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o The /s/ sound spelt c before e, i and y The /ʒ/ sound spelt s	Homophones and near-homophones Common Exception words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words	Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letters	The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɒ/ sound spelt a after w and qu The suffixes – ment, –ness, –ful, –less and –ly Contractions Words ending in – tion
Science	Living Things and Their Habitats	Animas Including Humans	Everyday Materials		Plants	

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History	Great Fire of London				Significant People, Places and Events- Norwich				Flight			
Geography	Study Human and Physical Geography in the Local Area				Study Human and Physical Geography of a Small Area of United Kingdom, and of a Contrasting Non-European Country London and Nairobi				Yanomami – Human and Physical Geography of a Small Area of United Kingdom, and of a Contrasting Non- European Country		Study Fieldwork and Map Skills	
Art	Drawing W/A – Line, Texture		Painting W/A – Shape, Line, Colour		Printmaking W/A – Shape, Line		Textiles + Collage W/A – Line, Colour, Texture		3D Art W/A – Line, Colour, Form, Texture		Creative Response + Significant Artist	
Personal Development (PSHE, RSE & Religion & Worldviews)	Zones of Regulation Me and My Relationships	Why is light an important symbol for Christians, Jews and Hindus	Valuing Difference	What does the Nativity story teach Christians about Jesus?	Keeping Safe	How do Christians belong to their faith family?	Rights and Respect	How do Jewish people celebrate Passover?	Being my Best	Why do people have different views about the idea of God?	Growing and Changing	N/A
Design and Technology	Food and Nutrition How healthy is your food?				Textiles How can you repurpose an item of clothing?				Build (structures) How strong is a piece of paper?			
Computing	Route Explorers		The Internet		Creating Pictures		Coding		Making Music		Questioning	

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Music	Animals: Call and response	Musical storytelling: Instruments	On this island: Singing	Space: Contrasting dynamics	Myths and legends: Structure	Musical me: Pitch
PE	Hockey Tag Rugby	Football Netball	Gymnastics Dance	Athletics (3 weeks) Tennis	OAA Athletics	Athletics Sports Day Prep Cricket
Trips + Visitors	Minibeast Hunt (Science: Living Things and Their Habitats)	Y2 Multiskills Festival Author visit (Amanda Hartley)	Holy Trinity Church Visit (RE)	Synagogue Visit (RE) Sainsbury Centre Art Workshop	Picnic in the Park - Plantation Gardens (Science: Plants)	Wells Beach Visit (Geography: Human and Physical Features)

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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	Reading Spine					
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money	Time Shape Statistics
English (Writing, Gr+Pu, Sp+Li)	The Day the Crayons Quit – <i>Letter writing</i> <i>Persuasive writing</i>	Stone Age Boy – <i>Recount: Diary entry</i> Historical Narrative – Dialogue Focus	Animal Stories - <i>Third Person Narrative</i> United Kingdom (cross curricular writing)- <i>Non-Chronological Reports</i>	Young Creative Translator unit <i>First person narrative description</i> <i>Poetry</i>	How to become a Roman Gladiator – <i>Instructional writing</i> Please Mrs Butler - <i>Poetry</i>	Roman explanation text: How the Romans... - <i>Explanation text</i>
Reading	Pebble in my Pocket	Leon and the Place Between	Sam Wu is not Afraid of the Dark	Operation Gadgetman	The Dancing Bear	The Magician's Nephew
Spelling	Common exception words: KS1 revisited Adding –es to nouns and verbs ending in –y Addint –ed, - ing, -er and – est to a root word ending in	Homophones and near homophones The suffixes –ment, -ness, -ful, -less and –ly	Rare GPCs – Y2 revisited Words ending in –tion – Y2 revisited	Y3/4 statutory word list Adding suffixes beginning with vowel letters to words of more than one syllable	The /l/ sound spelt y elsewhere than at the end of words Homophones Prefixes un-, dis-, mis-, in-, il-, im-, ir-	The suffix –ation The suffix –ly

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	–y with a consonant before it Adding the endings –ing, -ed, - er, -est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter		Contractions – Y2 Revisited								The / / sound spelt ou	
Science	Rocks and Fossils		Animals including Humans		Forces and Magnets		Plants				Light	
History	Stone Age				Stone Age – Iron Age				Rome and the Impact on Britain			
Geography	Fieldwork and map skills Human and Physical features OS map skills				UK Study				Maps and Fieldwork			
Art	Drawing + Painting W/A – Shape, Line, Colour, Value, Texture		Printmaking W/A – Shape, Line, Texture		Textiles + Collage W/A – Line, Colour, Texture		3D Art W/A – Form, Texture		Painting W/A – Colour, Space		Creative Response + Significant Artist	
Personal Development (PSHE, RSE & Religion & Worldviews)	Zones of Regulation Me and My relationships	What is Commitment?	Valuing Difference	The Holy Trinity	Keeping Safe	What is Philosophy? How do people make moral decisions?	Rights and Respect	What do Muslims believe about God?	Being my Best	What difference does being a Muslim mean to daily life?	Growing and Changing	

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Design and Technology	Textiles How can you make a box out of cloth?		Build (mechanisms) How can you do a lot of work with little effort?		Food and Nutrition – What do we mean by a balanced diet?	
Computing	Scratch Programming		Be Internet Legends: Online Reputation, Passwords and Behaviour and Opinions and Differences Scratch: Selection in Quizzes			
Music	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
French	Greetings and the Classroom Colours, Emotions and Numbers (1-10)		Introductions and Questions Working Together (Following Instructions)		Playing together Eating together	
PE	Hockey Tag Rugby	Netball Football	Dance Gymnastics	Fitness / Athletics Tennis	OAA Athletics	Athletics Sports Day Prep Cricket
Trips + Visitors	Gressenhall – the mystery of prehistory (History)	Millennium Library (Reading)	Cinema City (English)	Cathedral Visit (RE/History)	Roman’s Workshop Castle Museum (History)	Visit Local Mosque (RE)

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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	Reading Spine					
Maths	Place Value Addition and Subtraction	Measure- Area/Perimeter Multiplication and Division	Multiplication and Division Length/Perimeter Fractions	Fractions Decimals	Decimals Money Time	Geometry Statistics Consolidation
English (Writing, Gr+Pu, Sp+Li)	Persuasive writing Narrative Poetry Third Person Adventure Stories	First Person Diary Entries Poems that Explore Form	Stories from Other Cultures Explanatory Texts Persuasive Adverts	First Person Diary Entries (Imaginative) Poems that Explore Form	Third Person Adventure Stories Explanatory Texts	News Reports Stories from Other Cultures
Reading	The Queen's Nose The Raven	The Girl Who Stole An Elephant	Varjak Paw	Young, Gifted and Black	The Boy at the Back of the Class	The Wind in the Willows
Spelling	Homophones Statutory Word List Suffix -ly	Prefixes Suffixes Stat.Word list	Words ending in -ure sound. -sion Homophones	K sound spelt ch Suffix -ous Stat word list	g sound spelt -gue k sound spelt -que	S sound spelt -sc ei,eigh, or ey
Science	Living Things and their Habitats	States of Matter	Animals including Humans	Electricity	Sound	Revisit Animals Including Humans
History	Britains Settlement by Anglo Saxons and Scots.		Vikings			Ancient Egypt

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	Local Industrial History (Bridewell)											
Geography	Longitude and Latitude		Rivers		Water Cycle				Environmental Regions of Europe, Russia, North and South America			
Art	Drawing W/A – Line, Form, Texture, Space		Painting W/A – Shape, Colour, Value		Printmaking + Textiles W/A – Line, Colour, Texture		3D Art + Collage W/A – Line, Form, Texture		Painting W/A – Colour Value		Creative Response + Significant Artist	
Personal Development (PSHE, RSE & Religion & Worldviews)	Zones of Regulation Me and My Relationship	Where do Christian Religious Beliefs come from?	What do we mean by Truth?	Valuing Difference	How do religious groups contribute to society and culture?	Keeping Safe	Rights and Respect	Diversity of Belief in Christianity	What does Sacrifice mean?	Being my Best	What does Sacrifice mean? (Continued)	Growing and Changing
Design and Technology	Build (structures) What shapes will give a structure stability?				Food and Nutrition What’s really in your food?				Textiles How do you keep a tea towel from slipping off a hook?			
Computing	Hardware and Software				Animation		Logo		Coding			
Music	Body and tuned percussion (Theme: Rainforests)		Changes in pitch, tempo and dynamics (Theme: Rivers)		Rock and roll		Haiku, music and performance (Theme: Hanami festival)		Samba and carnival sounds and instruments		Adapting and transposing motifs (Theme: Romans)	

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					(Theme: South America)	
French	The Calendar	Colours, Numbers and Emotions	Items from Daily life	Learning Together	The Natural World	Celebration
PE	Hockey Tag Rugby	Netball Football	Dance Gymnastics	Fitness (3 Weeks) / Athletics Tennis	OAA Athletics	Cricket Sports Day Prep
Trips + Visitors	Wombling at Chapelfield Gardens (PSHE) Visit to Bridewell Museum (History)		Pizza Making Workshop (Pizza Express) (Design and Technology)	Art Workshop at Sainsburys Centre (Art) Raft Building and Climbing-Eaton Vale (PSHE)	Norwich Cathedral (RE)	Broads Tours and Hoveton Great Broad Nature Visit (Geography)

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Year 5								
	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
Class Readers	Explorer The Boy in the Tower				Secrets of a Sun King			
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Fractions	Fractions finish (+ and -) x and ÷ (up to 4 digits) Fractions 2 (x and ÷)		Decimals (compare to fractions/percentage) Perimeter and Area Statistics (graphs and tables)	Shape Position and Direction Decimals 2	Negative Numbers Converting Units Volume	
English (Writing, Gr+Pu, Sp+Li)	Strong Start Story from Another Culture Persuasive letter	Balanced Argument Story with Dialogue	Biography Playscripts		3 rd Person Story Formal Letter	Balanced Argument Biography	Dialogue Playscript	
Reading	Shackleton’s Journey	The Explorer	I Am Not a Label		Boy in the Tower	Secrets of a Sun King/ Midsummer Night’s dream	Midsummer Night’s Dream / Five Children and It	
Spelling	Suffixes- est , er , ed , ing, -y	Near Homophones Contractions	Homophones/ Sure-ture	Year ¾ statutory word list 5T	Ant/ent,ch (sh sound)	Adding suffixes with	Prefixes	Suffixes

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						vowel letters		
Science	Properties and Changes of Materials Animals including Humans	Forces	Earth/Space	Earth/Space	Living Things and their Habitats	Animals including Humans		
History	Ancient Greeks		Ancient Maya			Ancient Maya		
Geography	World Countries Biomes Environments		4/6 figure references			OS Map reading (London)		
Art	Drawing + Painting W/A – Line, Colour, Texture	Printmaking W/A – Shape, Line, Colour	Textiles + Collage W/A – Line, Colour, Texture	3D Art W/A – Line, Colour, Form, Texture	Painting W/A – Colour, Value, Texture, Space	Creative Response + Significant Artist		
Personal Development (PSHE, RSE & Religion & Worldviews)	Zones of Regulation Me and My Relationships	Philosophy	Valuing Difference	Buddhism	Keeping Safe	Religious Art & Music	Rights and Respect	Easter
					Being My Best	Hinduism	Growing and Changing	
Design and Technology	Food and Nutrition Why are our diets so different?		Textiles Which fabric is ideal for creating a functional and hardwearing phone holder?			Build (mechanisms) How can you make a toy move?		

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Computing	Online Safety		Coding	Spreadsheets	Animation	
Music	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
French	Local places	Emotions and numbers 0-100	Friends and family	Working together	Playing together	Eating together
PE	Hockey Tag Rugby	Football Netball	Dance Gymnastics	Fitness (3 Weeks) Athletics Tennis	OAA Athletics	Sports Day Prep (Athletics) Cricket
Trips + Visitors	RE trip to Buddhist Centre	Church Christmas Concert (Music/RE)	Wonderdome (Science)	Winterton (Science/Geography)	London Eye River cruise (Geography/PSHE)	Ground up workshop (DT)

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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Readers	Rooftoppers	Pig Heart Boy How to Live forever	All Aboard the Empire Windrush The Island	Skellig	Dare to be you	Oliver/Treasure Island
Maths	Place Value Four Operations	Fractions Converting Units	Decimals Fractions/Decimals/Percentages	Ratio Algebra Area Perimeter	Statistics Shapes	Position and Direction Consolidation Projects
English (Writing, Gr+Pu, Sp+Li)	Autobiography Discursive Speech First Person Story with a Moral War Poetry	News Reports Explanatory Shakespeare	Extended Third Person Narrative Adventure Story Explanatory	Autobiography (Windrush) Extended Third Person Narrative	News Report Discursive Speech Writing	Poetry Year 6 Production
Reading	Rooftoppers	Pig Heart Boy How to Live Forever	All Aboard the Empire Windrush The Island	Skellig	Dare to be you	Oliver/ Treasure Island
Spelling	Homophones Prefixes and suffixes Statutory word list	-cious/-tious -cial/-tial -ant/-ance/-ancy/-ent/-ence/-ency	Statutory word list Words with the /i:/ sound spelt ei after c Homophones	Adding suffixes beginning with vowel letters to words ending in -fer	Statutory word list Flexible content	Flexible content

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		-able and ible			-ough letter string Silent letters						
Science	Electricity	Animals including Humans		Light	Living things and their Habitats			Evolution and Inheritance			
History	Local Study- how did conflict change our locality in World War 2?			The Windrush Generation			Battle of Britain				
Geography	Physical Processes			Settlements Comparison study UK/Europe/North America			Comparison study UK/Europe/North America Map Skills and Orienteering				
Art	Drawing W/A – Shape, Line, Colour, Value, Form, Texture, Space	Painting + Collage W/A – Shape, Line, Colour, Texture		Printmaking + Textiles W/A – Line, Colour, Space		3D Art W/A – Line, Colour, Form, Texture, Space	Painting W/A – Shape, Line, Colour, Texture, Space	Creative Response + Significant Artist			
Personal Development (PSHE, RSE & Religion & Worldviews)	Me and My Relationships	How do beliefs shape identity in Muslims?	Valuing Difference	How do Buddhists explain suffering in the world?	Keeping Safe	How and why does religion bring peace and conflict?	Rights and Respect	What does it mean to be human? Is being happy the greatest purpose in life?	Being my Best	Creation and Science: Conflicting or Complementary?	Growing and Changing
Design and Technology	Systems –				Food and Nutrition Does food affect the way you feel?				Textiles -		

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	How can we keep ourselves safe on the road?				How can we reduce, recycle and repurpose? (Upcycling t-shirts) Build (structures) – How strong is a piece of spaghetti?	
Computing	Networks	Blogging	Data Detectives	Graphing	Coding	
Music	Dynamics, pitch and texture (Theme: Coast)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' song
French	Where I live	Emotions Numbers beyond 100	Items from daily life	Learning together	The natural world	Visting France
PE	Hockey Tag Rugby	Netball Football	Dance Gymnastics	Fitness (3 weeks) Athletics Tennis	OAA Athletics	Tennis Sports Day Prep (Athletics)
Trips + Visitors	Visit from Doctors/Heart Dissection (Science)	Gressenhall (History)	Mosque (RE)		Y6 Residential (PSHE)	Transition (PSHE)