



## **Foxyards EYFS Vision**

### **Intent, Implementation and Impact**

At Foxyards our aim is for children to have a learning adventure in the Early Years Foundation Stage. We believe every child is unique, with questions and ideas about the world that we seek to develop and enrich within a structured and stimulating environment that nurtures, supports and challenges young children. Our curriculum is sequenced to help all children make connections with previous learning and embrace new learning with enthusiasm, giving children carefully planned enjoyable learning opportunities that help them remember and build on previous learning. Encompassed within our vision is the need for children to learn through a range of relevant and purposeful practical experiences, both indoors and outdoors, where communication and language is central. We work together with parents and carers to help children thrive through a curriculum that builds self-confident, independent, active learners who embrace the joy and wonder of learning.

At Foxyards, our approach to learning in the Early Years is delivered with our school values underpinning everything we do. We are caring, respectful, creative and resilient.



## Nursery Long-Term Plan for progression

|   | Autumn  | Spring   | Summer   |
|---|---|--|--|
| Topic   | <p><b>Autumn 1</b><br/>All About Me and My Family (Unit 1)<br/>123 Rhyme with Me (Unit 2)</p> <p><b>Autumn 2</b><br/>Day and Night (Unit 3)<br/>Winter Wonderland (Unit 4)</p>  | <p><b>Spring 1</b><br/>Once upon a time (Unit 5)<br/>Big Cook, Little Cook (Unit 6)</p> <p><b>Spring 2</b><br/>Art Attack! (Unit 7)<br/>Down on the Farm (Unit 8)</p>                  | <p><b>Summer 1</b><br/>Amazing Authors and Super Stories (Unit 9)</p> <p><b>Summer 2</b><br/>Life on the Ocean Waves (Unit 10)<br/>People who help us (Unit 11)</p>  |
| <b>Communication &amp; Language</b>               | <p><b>LAU:</b><br/><b>S:</b></p> <p style="text-align: center;"><i>Read, Write, Inc Nursery Programme<br/>Well Comm</i></p>   |  |  |
| <b>Personal, Social and Emotional Development</b> | <p><b>SR:</b> Following rules and routines<br/><b>MS:</b> Separating from carer, settling into Nursery<br/><b>BR:</b> Building positive relationships with key worker, making friends</p>   | <p><b>SR:</b> Aware of my own feelings, and I know that some actions and words can hurt others' feelings<br/><b>MS:</b> Asking for help when needed<br/><b>BR:</b> Play in a group</p> | <p><b>SR:</b> Help to find solutions to conflicts and rivalries<br/><b>MS:</b> More confident in new social situations<br/><b>BR:</b> keep my play going by responding to what others are saying or doing.</p> |
| <b>Physical Development</b>                       | <p><b>GM:</b> Start to Play, Multiskills<br/><b>FM:</b> Kinetic Letters</p>   | <p><b>GM:</b> Parachute games, striking and fielding<br/><b>FM:</b> Kinetic Letters</p>  | <p><b>GM:</b> Net/wall, Athletics<br/><b>FM:</b> Kinetic Letters</p>   |
| <b>Literacy</b>                                   | <p><b>C:</b><br/><b>WR:</b><br/><b>W:</b></p> <p style="text-align: center;">Read, Write, Inc<br/>Kinetic Letters</p> <p style="text-align: center;">Key texts to support weekly themes (character, setting, sequencing, retelling)</p> |  |  |
| <b>Mathematics</b>                                | <p>Matching (1:1 Correspondence)<br/>Sorting<br/>Ordering<br/>Subitising (1-5)<br/>Number Conservation 1-5</p>  | <p>Zero principal<br/>Recognise numeral of significance<br/>Comparing groups<br/>Estimate small quantities<br/>Number recognition (1-10)<br/>Match quantity to number (1-5)</p>        | <p>Number recognition (1-10)<br/>Order number (1-10)<br/>Match number to quality (1-10)<br/>Count an irregular group of objects<br/>Count out from a larger group<br/>Create AB and ABC pattern</p>            |



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|                                | <p>Say number names in order (forwards and backwards)<br/>Describe and make patterns<br/>Interest in shape and space in the environment<br/>Develop spatial awareness/vocabulary<br/>Use the language of size (comparisons)<br/>Count actions or claps</p>   | <p>Subitising (conceptualisation 5 is made up of 2 and 3)<br/>Use language of quantity<br/>Count a group<br/>Recognise patterns in environment (AB patterns)<br/>Categorise objects (shape/size/colour)<br/>2D shapes (name and properties)<br/>Estimate small groups<br/>Language related to height, weight, length</p>  | <p>Describe the properties of 2D shapes (sides and corners)</p>   |
| <b>Understanding the World</b> | <p><b>UW: Past and Present</b><br/>Talk about significant events in my own experience / Recognise and describe special times or events for family or friends . Beginning to understand my own life story and family's history</p> <p>Know my immediate family and begin to make friends<br/>Build relationships with key workers<br/>Experience special times including Diwali, Bonfire Night, Christmas</p>   | <p><b>UW: Past and Present</b><br/>Beginning to understand my own life story and family's history (growth and change / life cycles)</p> <p>Living eggs<br/>Living caterpillars<br/>Baby animals</p>   | <p><b>UW: Past and Present</b><br/>Compare contrast characters from stories including figures from the past.</p>  |
| <b>Understanding the World</b> | <p><b>People, Culture and Communities</b><br/>Show an interest in the lives of people who are familiar to me / Show an interest in different occupations and ways of life / Know some of the things that make me unique / Talk about some of the similarities and differences in relations to friends and family / Talk about the differences they have experienced or see in photographs)</p> <p>Our school/ local area<br/>Make a representation of the classroom / school – 3d map<br/>Special People (Jesus and Moses)<br/>Christmas</p> | <p><b>People, Culture and Communities</b><br/>Show an interest in the lives of people who are familiar to me / Show an interest in different occupations and ways of life / Know some of the things that make me unique / Talk about some of the similarities and differences in relations to friends and family / Talk about the differences they have experienced or see in photographs)</p> <p>Cities/ towns/ countryside – comparison of story locations<br/>Comparing and contrasting family units in traditional stories to their own<br/>Celebrations (Islam, Judaism)<br/>What is Easter?</p> | <p><b>People, Culture and Communities</b><br/>Understand there are different countries in the world / Recognise some environments are different to the one in which I live</p> <p>Know the world includes different countries and we live in the UK / the world made of land and sea</p> <p>RE – (Buddhism, Christianity, Islam, Hinduism, Sikhism)<br/>Special Places (Christianity, Islam, Judaism)</p> |
| <b>Understanding the World</b> | <p><b>The Natural World</b><br/>Use all my senses in hands on exploration of natural materials / Comment ask questions using</p>   | <p><b>The Natural World</b><br/>Talk about the differences between materials and changes I observe / Understand the key</p>   | <p><b>The Natural World</b><br/>Look closely at similarities, differences, patterns and change</p>  |



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|                                   | <p>a wide vocabulary about aspects of my familiar world / Explore and talk about different forces I can feel</p> <p>Seasonal changes: Autumn<br/>My body<br/>Mirrors and reflections<br/>Forces<br/>Discovering magnification<br/>Light and dark</p>   | <p>features of the life cycle of a plant and an animal / Show care and concern for living things and the environment</p> <p>Seasonal changes: Spring<br/>Senses – investigating different foods<br/>Life cycles – chicken<br/>Farm animals and their babies<br/>Forces - Marble runs</p>  | <p>Seasonal changes: Summer<br/>Growing fruit and vegetables<br/>Floating and sinking</p>   |
| <b>Personal experiences</b>       | <p>Visit to Stanley's farm to pick vegetables and visit rural location</p> <p>Walk around school (indoors and outdoors) / map the classroom<br/>Photographic Journey stick – record of what was observed around school</p> <p>Weekly weather study linked with 'What's the weather?' song – Longitudinal study</p> <p>Fire engine / fire fighter visit</p> <p>Walk to post box to post letter to Santa</p> | <p>Visit to Ashend House Farm<br/>Living Eggs<br/>Live caterpillars</p>   | <p>Pirate Party</p> <p>Visit to the Sycamore Centre</p>   |
| <b>Expressive Arts and Design</b> | <p><b>Creating with Materials</b><br/>Create closed shapes and begin to use these represent objects / Explore materials freely in order to develop my ideas about how to use them and what to make / Join construction pieces together to build and balance<br/>Exploring different media<br/>Investigating colour<br/>Making musical instruments</p>  | <p><b>Creating with Materials</b><br/>Draw with increasing complexity and details / Explore colour and how colours can be changed / Join construction pieces together to build and balance</p> <p>Beginning to build for a purpose – bridges and marble runs<br/>Using tools for a purpose - Baking bread &amp; gingerbread</p> | <p><b>Creating with Materials</b><br/>Join construction pieces together to build and balance</p> <p>Drawing / painting with a purpose in mind</p>                         |
| <b>Expressive Arts and Design</b> | <p><b>Being Imaginative and Expressive</b><br/>Engage in imaginative role-play based on my own first hand experiences<br/>Exploring construction (balancing and joining)</p>   | <p><b>Being Imaginative and Expressive</b><br/>Engage in imaginative role-play based on my own first hand experiences / Begin to develop complex stories using small world equipment /</p>  | <p><b>Being Imaginative and Expressive</b><br/>Engage in imaginative role-play based on my own first hand experiences / Make imaginative and complex small world with</p> |



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|                  | <b>Dance / Music and Movement:</b> Write Dance Songs from Out of the Ark Music  | Creates simple representations of events, people and objects<br><br>Creating props to support role-play<br><br><b>Dance / Music and Movement:</b> Chinese Dragon dance<br>Creates simple representations of events, people and objects   | block and construction resources / Beginning to build a repertoire of songs and dances<br><br>Creates simple representations of events, people and objects   |
| <b>Kapow Art</b> | <b>Seasonal crafts (Ongoing)</b><br>A craft for each season, including Easter and Christmas.  | <b>Drawing: Marvellous Marks</b><br>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.<br><b>Painting and mixed media: Paint my world</b><br>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. | <b>Sculpture and 3D: Creation station</b><br>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.<br><b>Craft and design: Let's get crafty</b><br>Developing cutting, threading, joining and folding skills through fun, creative craft projects. |
| <b>Computing</b> | <b>Computational Language (Ongoing)</b><br>Using language to ask, explain, describe, share ideas<br><br><b>Online Safety - Smartie the Penguin (1 lesson)</b><br>Pop ups and in app purchases | <b>Tinkering (5 lessons)</b><br>Deconstruction of technology using screwdrivers, nuts/bolts, etc. Tinker trays.<br><br><b>Online Safety - Smartie the Penguin (1 lesson)</b><br>Inappropriate websites   | <b>Algorithms (5 lessons)</b><br>Programming Bee Bots<br><br><b>Online Safety - Smartie the Penguin (1 lesson)</b><br>Cyberbullying  |

**Nursery Key Texts to support topics**



| Nursery  |   |  |   |   |   |   |  |
|----------|---|--|---|---|---|---|--|
| Autumn 1 | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6  | Week 7 and 8   |
|          | Induction<br><br><i>The Colour Monster</i> by Anna Llenas   | All About Me and My Family (Unit 1)<br><br><i>Home</i> by Alex T Smith | All About Me and My Family (Unit 1)<br><br><i>The Family Book</i> by Todd Parr  | 123 Rhyme with Me (Unit 2)<br><br><i>The Orchard Book of Nursery Rhymes for Your Baby</i> by Penny Dann | 123 Rhyme with Me (Unit 2)<br><br><i>The Orchard Book of Nursery Rhymes for Your Baby</i> by Penny Dann<br><br><b>Walk around school (indoors and outdoors)</b> | 123 Rhyme with Me (Unit 2)<br><br><i>After the Fall</i> by Dan Santat   | Day and Night (Unit 3)<br><br><i>Percy the Park Keeper After the Storm</i> by Nick Butterworth |
| Autumn 2 | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6  | Week 7   |
|          | Day and Night (Unit 3)<br>Seasonal focus: Bonfire Night, including <b>fire engine visit</b><br><br><i>Hovis the Hedgehog: Bonfire Night</i> by Lynda Leigh-Crawford<br><br><b>Visit to Stanley's farm to pick vegetables and visit rural location</b> | Day and Night (Unit 3)<br><br><i>Peace at Last</i> by Jill Murphy      | Day and Night (Unit 3)<br><br><i>Can't you sleep, Little Bear?</i> By Martin Wadell / <i>The Littlest Bear</i> by Gillian Shields | Winter Wonderland (Unit 4)<br><br><i>Lost and Found</i> by Oliver Jeffers                               | Winer Wonderland (Unit 4)<br><br><i>One Snowy Night</i> by Nick Butterworth   | Winer Wonderland (Unit 4)<br><br><i>My First Bible Stories: The Nativity</i> by Charlotte Guillain and Lesley Grainger / <i>Nativity Flap Book</i> by Sam Taplin<br><br><b>Walk to post box to post letter to Santa</b> | Winter Wonderland (Unit 4)<br><br>Christmas <i>Dear Santa</i> by Rodd Campbell                 |





| Nursery  |  |   |   |  |   |   |
|----------|--|---|---|--|---|---|
| Spring 1 | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|          | <p>Once upon a time (Unit 5)</p> <p><i>The Three Billy Goats</i></p>   | <p>Once upon a time (Unit 5)</p> <p><i>Goldilocks and the Three Bears</i></p> | <p>Once upon a time (Unit 5)</p> <p><i>The Gingerbread Man</i></p>                                    | <p>Big Cook Little Cook (Unit 6)</p> <p><i>Stone Soup</i> Sam's Sandwich by David Pelham / <i>Sam's Hamburger</i> by David Pelham / <i>The Giant Jam Sandwich</i> by Janet Burroway and John Vernon Lord</p> | <p>Big Cook Little Cook (Unit 6)</p> <p><i>Handa's Surprise</i> by Eileen Browne</p>  | <p>Big Cook Little Cook (Unit 6)</p> <p><i>The Enormous Pancake</i> <i>Mr Wolf's Pancakes</i> by Jan Fearnley <i>Pancakes and Interactive Recipe Book</i> by Lotta Nieminen</p>   |
| Spring 2 | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|          | <p>Art Attack! (Unit 7)</p> <p><i>Mouse Paint</i> by Ellen Stollen Walsh</p> <p><i>Mouse Shapes</i> by Ellen Stollen Walsh</p> <p><i>The Dot</i> by Peter Reynolds</p> | <p>Art Attack! (Unit 7)</p> <p><i>Mrs Rainbow</i> by Neil Griffiths</p>       | <p>Art Attack! (Unit 7)</p> <p><i>Elmer: 30<sup>th</sup> Anniversary Edition 1</i> by David McKee</p> | <p>Down on the Farm (Unit 8)</p> <p><i>Farmer Duck</i> by Martin Wadell</p> <p><i>Rosie's Walk</i> by Pat Hutchins</p> <p>Information books about farm animals</p> <p><b>Visit a farm</b></p>                | <p>Down on the Farm (Unit 8)</p> <p><i>The Little Red Hen</i></p> <p><i>The Little Red Hen Makes a Pizza</i> by <i>Philemon Sturges</i></p> <p>Information books about farm animals</p> | <p>Down on the Farm (Unit 8)</p> <p><i>The Ugly Duckling</i> (Linked to living eggs)</p> <p>The Cow that Laid an Egg by Andy Cutbill and Russell Ayto</p> <p><i>Lifecycles: Egg to Chicken</i> by Camilla de la Bedoyere</p> <p><i>Chicken Nugget Scrambled Egg</i> by Michelle Robinson and Tom McLaughlin</p> <p>Information books about farm animals</p> |





| Nursery  |  |   |  |  |   |  |
|----------|--|---|--|--|---|--|
| Summer 1 | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   |
|          | Amazing Authors and Super Stories (Unit 9)<br><br><i>The Very Hungry Caterpillar</i> by Eric Carle                           | Amazing Authors and Super Stories (Unit 9)<br><br><i>Oliver's Vegetables</i> by Vivian French | Amazing Authors and Super Stories (Unit 9)<br><br><i>Polar Bear, Polar Bear What Do You Hear?</i> By Bill Martin Jr/Eric Carle | Are we nearly there yet? (Unit 12)<br><br><i>We're Going on a Bear Hunt</i> by Michael Rosen | Are we nearly there yet? (Unit 12)<br><br><i>You can't put an elephant on a bus</i> by Patricia Cleveland-Peck<br><br><i>The Hundred Decker Bus</i> by Mike Smith | Are we nearly there yet? (Unit 12)<br><br><i>The Train Ride</i> by June Crebbin      |
| Summer 2 | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   |
|          | Life on the Ocean Waves (Unit 10)<br><br><i>Pirate Pete</i> by Nic Sharratt<br><br><i>Shark in the Park</i> by Nick Sharratt | Life on the Ocean Waves (Unit 10)<br><br><i>Pirates Love Underpants</i> by Claire Freedman    | Life on the Ocean Waves (Unit 10)<br><br><i>Fidgety Fish</i> by Ruth Galloway<br><br><b>Visit to Dudley Zoo</b>                | Life on the Ocean Waves (Unit 10)<br><br><i>Sharing a Shell</i> by Julia Donaldson           | People who help us (Unit 11)<br><br><i>I am absolutely too small for school</i> by Lauren Child   | People who help us (Unit 11)<br><br><i>Starting School</i> by Janet and Alan Ahlberg |



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## Reception Long-Term Plan for progression

|   | Autumn   | Spring   | Summer  |
|---|--|--|---|
| Topic   | <p><b>Autumn 1</b><br/>Marvellous Me (Unit 1)<br/>Discovering Dinosaurs (Unit 2)</p> <p><b>Autumn 2</b><br/>Land of Make Believe (Unit 3)<br/>A Winter's Tale (Unit 4)</p>   | <p><b>Spring 1</b><br/>Awesome Authors, Wicked Writers and Irresistible Illustrators (Unit 6)<br/>Food Glorious Food! (Unit 5)</p> <p><b>Spring 2</b><br/>To infinity and beyond (Unit 7)<br/>Animal Kingdom and New Life (Unit 8)</p>       | <p><b>Summer 1</b><br/>Petals, pots and magnificent minibeasts! (Unit 9)</p> <p><b>Summer 2</b><br/>We're Going on a Journey (Unit 11)</p>  |
| <b>Communication &amp; Language</b>               | <p><b>LAU:</b><br/><b>S:</b></p> <p style="text-align: center;">Read, Write, Inc<br/>Well Comm<br/>NELI</p> <p style="text-align: center;">Daily Communication and Language (Drink and Think time), including word of the week</p>   |  |   |
| <b>Personal, Social and Emotional Development</b> | <p><b>SR:</b> Following school rules and routines<br/><b>MS:</b> Identify and moderate my own feelings socially and emotionally / confidently speak to others about own needs, wants, interests and opinions.<br/><b>BR:</b> Building relationships with teachers and making new friends</p> | <p><b>SR:</b> Awareness of my feelings and other children's feelings<br/><b>MS:</b> Describe myself in positive terms and talk about abilities<br/><b>BR:</b> initiate conversations and attend to and takes account of what others say.</p> | <p><b>SR:</b> Find solutions to conflicts and rivalries<br/><b>MS:</b> show independence, resilience and perseverance in the face of challenge / explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p><b>BR:</b> Show sensitivity to my own and to others' needs</p> |
| <b>Physical Development</b>                       | <p><b>GM:</b> Start to Play, Multiskills<br/><b>FM:</b> Kinetic Letters</p>  | <p><b>GM:</b> Parachute games, striking and fielding<br/><b>FM:</b> Kinetic Letters</p>  | <p><b>GM:</b> Net/wall, Athletics<br/><b>FM:</b> Kinetic Letters</p>  |
| <b>Literacy</b>                                   | <p><b>C:</b><br/><b>WR:</b><br/><b>W:</b></p> <p style="text-align: center;">Read, Write, Inc<br/>Kinetic Letters</p> <p style="text-align: center;">Key texts to support weekly themes (character, setting, sequencing, retelling)</p>  |  |   |



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| <p><b>Mathematics</b></p>                            | <p>5 Counting Principles (Numbers to 5):<br/>           CP1 – One-one principle<br/>           CP2 – Stable-order principle<br/>           CP 3 – Cardinal principle<br/>           CP 4 – Abstraction principle<br/>           CP 5 – Order-irrelevance principle</p> <p>2d shapes<br/>           Positional language<br/>           1 more / 1 less</p>  | <p>Addition and subtraction: Numbers to 5 /<br/>           Number bonds to 5</p> <p>Number and Place Value – Numbers to 10 –<br/>           Counting to 6, 7 and 8, 9 and 10</p> <p>Comparing groups up to 10<br/>           Combining two groups to find the whole</p> <p>Positional language<br/>           Length and weight</p>   | <p>Addition and Subtraction – Change – Adding<br/>           More<br/>           Addition and Subtraction – Change – Taking<br/>           away<br/>           Money</p> <p>Number and Place Value – Numbers to 20</p> <p>Multiplication and Division – Numerical Patterns<br/>           – Doubling<br/>           Multiplication and Division – Numerical Patterns<br/>           – Halving and Sharing<br/>           Multiplication and Division – Numerical Patterns<br/>           – Odds and Evens</p> <p>Addition and Subtraction – Numbers to 10 /<br/>           Number bonds to 10</p> <p>Positional language<br/>           Height and capacity<br/>           Solid shapes</p> |
| <p><b>Understanding the<br/>           World</b></p> | <p><b>Past and Present</b> (Talk about images of<br/>           familiar situations in the past / Compare and<br/>           contrast characters from stories, including<br/>           figures from the past)</p> <p>My house (old v new)<br/>           Guess the baby in the photo<br/>           Bath the baby (past v present) - linked with<br/> <i>Peepo</i></p> <p>Remembrance Sunday (cbeebies poppies<br/>           animation)<br/>           Mary Anning (linked with dinosaurs theme)<br/>           Compare old and new firefighter uniform and<br/>           fire engine<br/>           Compare old and present day clothes – linked<br/>           with <i>Cinderella</i><br/> <i>King and Queens</i></p> | <p><b>Past and Present</b> (Talk about images of<br/>           familiar situations in the past / Compare and<br/>           contrast characters from stories, including<br/>           figures from the past)</p> <p>Investigate old toys<br/>           Dairy farming – compare past and present<br/>           Food farming – compare past and present<br/>           vehicles and techniques<br/>           Washing clothes – compare past and present –<br/>           link with <i>Aliens Love Underpants</i><br/>           Having a bath – compare past and present –<br/>           link with <i>What the Ladybird Heard</i><br/>           Neil Armstrong – linked with <i>Whatever Next!</i><br/>           Crime and punishment – <i>Mr Creep the Crook</i></p> | <p><b>Past and Present</b> (Talk about the roles of<br/>           people around me and their roles in society /<br/>           Know some similarities and differences<br/>           between things in the past and now, drawing<br/>           upon my experience of what has been read in<br/>           class)<br/>           Holidays – compare past and present<br/>           swimming clothes<br/>           Victorian school compared to our school – link<br/>           with moving from Reception to Year 1<br/>           Sport then and now (Oxford Owl)</p>  |



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| <p><b>Understanding the World</b></p> | <p><b>People, Culture and Communities</b><br/>(Recognise that environments are different to the one in which I live/ Draw information from a simple map)</p> <p>Map the classroom / using different resources to represent</p> <p>My school and my local area (town v countryside) - linked with <i>3 little pigs</i></p> <p>Know the four UK countries</p> <p>(Enjoy joining in with family customs and routines / talk about members of my immediate family and community) / name and describe people who are familiar to me / recognise that people have different beliefs and celebrate special times in different ways</p> <p>Special People (family, friends, role-models, Jesus)</p> <p>Celebrations: Bonfire Night, Diwali, Christianity, Christmas, Hanukkah</p> | <p><b>People, Culture and Communities</b><br/>(Recognise that environments are different to the one in which I live / draw information from a simple map)</p> <p>Cities/ towns/ countryside – linked with <i>Burglar Bill, The Gruffalo and Little Red Riding Hood</i></p> <p>Arial view of the school – local walk – compare with settings of above stories</p> <p>Map of the farm – What the Ladybird Heard – compare with aerial map of school</p> <p>(Other cultures and celebrations / special times)</p> <p>New Year’s resolutions</p> <p>Chinese New Year</p> <p>Islam</p> <p>Judaism</p> <p>What is Easter?</p> <p>Celebrations: Chinese New Year, Persian New Year, Easter, Holi – Hindu festival of colours</p> <p>January: World Religions Day</p> | <p><b>People, Culture and Communities</b><br/>(Describe my immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps, Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non fiction texts and maps)</p> <p>Countries and landscapes – linked to <i>The Snail and the Whale</i></p> <p>Hot and cold places</p> <p>Know the continents</p> <p>(Knows some similarities and differences between different religious and cultural communities in this country drawing on their experience of what has been read in class / Know that other children have different likes and dislikes and that they may be good at different things / Develop an understanding that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect).</p> <p>Storytime – teaching morals through religious stories (Buddhism, Christianity, Islam, Hinduism, Sikhism)</p> <p>Celebration: Eid</p> <p>Special Places (Church: Christianity, Mosque: Islam, Synagogue: Judaism)</p> |
|                                       | <p><b>Understanding the World – on-going</b></p> <p>Weekly Forest School</p> <p>Barnaby bear</p> <p>Weekly weather study – Longitudinal study</p> <p>Journey stick – town v countryside</p> <p>UK, the world, location of Dudley</p>  |   |   |



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|--------------------------------|---|--|--|
|                                | <p>World map – working wall</p> <p><i>Voting – democracy – voting on issues in class</i></p> <p><i>Rule of law – wrong and right</i></p>  |  |  |
| <b>Understanding the World</b> | <p><b>The Natural World</b><br/>         Look closely at similarities, differences, patterns and change / Explore the natural world around me / Describe what I see, hear and feel whilst outside / Understand the effect of changing seasons and the natural world around me).<br/>         Seasonal changes: Autumn<br/>         My body and describing using senses.</p> <p>Mirrors and reflections<br/>         Forces<br/>         Discovering magnification<br/>         Light and dark<br/>         Forces – ramps</p> | <p><b>The Natural World</b><br/>         Look closely at similarities, differences, patterns and change / Explore the natural world around me / Describe what I see, hear and feel whilst outside / Understand the effect of changing seasons and the natural world around me / Understand some important processes and changes in the natural world around me including the seasons and changing states of matter).</p> <p>Seasonal changes: Spring<br/>         Senses – investigating different foods<br/>         Simple awareness of the water cycle<br/>         Life cycles – chicken, butterfly, frog<br/>         Farm animals and their babies</p> | <p><b>The Natural World</b><br/>         (Explore the natural world around me, making observations and drawing pictures of animals and plants / Know some similarities and differences between the natural world around me and contrasting environments drawing on my experiences and what has been read in class / Understand some important processes and changes in the natural world around me including the seasons and changing states of matter)<br/>         Seasonal changes: Summer<br/>         Growing fruit and vegetables<br/>         Floating and sinking<br/>         Litter picking<br/>         Understand how humans influence the environment</p> |
| <b>Personal experiences</b>    | <p>Visit to Stanley’s Farm</p> <p>Walk to Tipton Library</p> <p>Walk to local church (links with Christianity and Jesus)</p> <p>Fire engine / fire fighter visit</p> <p>Walk to the post box to post letter to Santa</p> <p>Visit to a Hindu temple</p> <p>Christmas singing at Mattheus House</p>  | <p>Visit to Ashend House farm<br/>         Living Eggs<br/>         Live caterpillars</p> <p>Visit from school nurse / dental nurse</p> <p>Visit from PCSO</p> <p>local walk – compare with settings of above stories and observe development of new housing site, including visit to church</p> <p>Easter singing at Mattheus House / Invite residents for Easter crafts</p>  | <p>Local walk linked to care for the environment (Wrens Nest)</p> <p>Visit to the seaside (Weston)</p> <p>Visit Mosque</p>   |



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| <p><b>Expressive Arts and Design</b></p> | <p><b>Creating with Materials</b><br/>(Choose colours for a particular purpose / <b>explore</b>, use and refine a variety of artistic effects to express their ideas and feelings / Construct with a purpose in mind using a variety of resources / manipulate materials to achieve a planned effect)</p> <p>Make a wind sock<br/>Portraits and family drawings<br/>Observational artwork linked to Autumn<br/>Techniques – <b>exploring</b> (Linking paper – making paper chains, folding, cutting fringe i.e. snipping grass, ripping paper, curling paper using scissors, using a hole punch and scrunching paper)</p> | <p><b>Creating with Materials</b><br/>(Choose colours for a particular purpose / Experiment to create different textures / Understand that different media can be combined to create new effects / Explore, <b>use</b> and refine a variety of artistic effects to express their ideas and feelings / Construct with a purpose in mind using a variety of resources / Manipulate materials to achieve a planned effect/ Select appropriate resources and adapts work where necessary)</p> <p>Combining materials<br/>Observational drawings<br/>Techniques- <b>learn</b> (Linking paper – making paper chains, folding, cutting fringe i.e. snipping grass, ripping paper, curling paper using scissors, using a hole punch and scrunching paper)</p> | <p><b>Creating with Materials</b><br/>(Return to and build on my previous learning, refining my ideas and developing my ability to represent them / Create collaboratively sharing my ideas, resources and skills / Safely use and explore a variety of materials, tools and techniques, experimenting )</p> <p>Making a boat to float pirates<br/>Creating representations of objects using a variety of media<br/>Acting out familiar stories – making props<br/>Colour mixing (shades of colour)</p> <p><b>Techniques – apply with own creativity</b></p> |
| <p><b>Expressive Arts and Design</b></p> | <p><b>Being Imaginative and Expressive</b><br/>(Beginning to build a repertoire of songs and dances / Listen attentively and talk about different pieces of music expressing my feelings and responses / Play cooperatively as part of a group to develop and act out a narrative)</p> <p>Acting out familiar stories</p> <p>Music delivered by music specialist<br/>Seasonal songs from Out of the Ark Music</p> <p>Dance: Nut Cracker</p>   | <p><b>Being Imaginative and Expressive</b><br/>(Beginning to build a repertoire of songs and dances / Listen attentively and talk about different pieces of music expressing my feelings and responses / Play cooperatively as part of a group to develop and act out a narrative)</p> <p>Acting out familiar stories</p> <p>Music delivered by music specialist<br/>Seasonal songs from Out of the Ark Music</p> <p>Dance: Chinese Dragon Dance</p>  | <p><b>Being Imaginative and Expressive</b><br/>Retelling / inventing / adapting a story about a journey</p> <p>Music delivered by music specialist<br/>Seasonal songs from Out of the Ark Music</p>  |
| <p><b>Kapow Art</b></p>                  | <p><b>Seasonal crafts (Ongoing)</b><br/>A craft for each season, including Easter and Christmas.</p>  | <p><b>Drawing: Marvellous Marks</b><br/>Exploring mark making through different drawing materials.<br/>Beginning to draw from observation using faces and self-portraits as a</p>   | <p><b>Sculpture and 3D: Creation station</b><br/>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing</p>  |



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|                  |  | <p>stimulus.</p> <p><b>Painting and mixed media: Paint my world</b><br/>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> | <p>and making clay animal sculptures.</p> <p><b>Craft and design: Let's get crafty</b><br/>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>             |
| <b>Computing</b> | <p><b>Algorithms (5 lessons)</b><br/>Giving teachers instructions to make a 'Jam Sandwich'/'Brush Teeth'</p> <p><b>Online Safety - Smartie the Penguin (1 lesson)</b><br/>Upsetting images</p> | <p><b>Patterns (5 lessons)</b><br/>Sort and categorise data, using branching databases and pictograms</p> <p><b>Online Safety - Smartie the Penguin (1 lesson)</b><br/>Unreliable information</p>  | <p><b>Using a computer (5 lessons)</b><br/>Main parts of a computer and how to use the keyboard and mouse</p> <p><b>Online Safety - Smartie the Penguin (1 lesson)</b><br/>Talking to strangers online</p> |

**Reception Key Texts to support topics**





| Reception |  |   |  |  |  |   |   |        |
|-----------|--|---|--|--|--|---|---|--------|
| Autumn 1  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  | Week 7  | Week 8 |
|           | Induction  | Marvellous Me (Unit 1)<br><br><i>The Colour Monster Goes to School</i> by | Marvellous Me (Unit 1)<br><br><i>Mom and Dad Make me Laugh</i> by Nick Sharratt                                    | Marvellous Me (Unit 1)<br><br><i>Funny Bones</i><br><br><b>Walk to Tipton Library Tues 20<sup>th</sup> Sep</b> | Marvellous Me (Unit 1)<br><br><i>The Three Little Pigs</i><br><br><b>Walk around local area to look at and compare houses.</b> | Discovering Dinosaurs (Unit 2)<br><br><i>Stomp Chomp Big Roars Hear Come the Dinosaurs / Harry and His bucket full of Dinosaurs</i> | Discovering Dinosaurs (Unit 2)<br><br><i>Dinosaurs Love Underpants /</i>                          |        |
| Autumn 2  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  | Week 7  | Week 8 |
|           | Seasonal Focus: Autumn and Bonfire Night, including fire engine visit / keeping safe<br><br><b>Visit to Stanley's farm to pick vegetables and visit rural location</b> | Discovering Dinosaurs (Unit 2)<br><br><i>Room on the Broom</i>            | Land of Make Believe (Unit 3)<br><br><i>Little Red Riding Hood</i><br><br>Linked to stranger danger / keeping safe | Land of Make Believe (Unit 3)<br><br><i>Cinderella</i>   | Land of Make Believe (Unit 3)<br><br><i>Frozen / North Pole / Winter</i>   | A Winter's Tale (Unit 4)<br><br><i>A Message for Santa</i> by Tony Ross   | A Winter's Tale (Unit 4)<br><br><i>Mog's Christmas</i> by Judith Kerr / <i>The Nativity Story</i> |        |



| Reception        |  |   |   |  |  |  |
|------------------|--|---|---|--|--|--|
| Spring 1         | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   | Week 7   |
| Week 1<br>Dogger | Awesome Authors, Wicked Writers and Irresistible Illustrators (Unit 6)<br><br><i>Cops and Robbers / Burglar Bill / Mr Creep the Crook</i> by Janet and Alan Ahlberg<br><br><b>PCSO visit</b> | Food Glorious Food (Unit 5)<br><br><i>Chinese New Year</i><br><br><i>Zog</i> by Julia Donaldson   | Awesome Authors, Wicked Writers and Irresistible Illustrators (Unit 6)<br><br><i>Superworm</i> by Julia Donaldson | Awesome Authors, Wicked Writers and Irresistible Illustrators (Unit 6)<br><br><i>The Gruffalo</i> by Julia Donaldson   | Food Glorious Food (Unit 5)<br><br><i>Oliver's Fruit Salad</i> by Vivian French<br><br><i>The Selfish Crocodile</i> by Faustin Charles   | Food Glorious Food (Unit 5)<br><br><i>The Enormous Turnip</i>                                    |
| Spring 2         | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|                  | To infinity and beyond (Unit 7)<br><br><i>Whatever Next?</i><br>By Jill Murphy   | To infinity and beyond (Unit 7)<br><br><i>Aliens Love Underpants</i> by Claire Freedman<br><br><i>The Way Back Home / How to catch a star</i> by Oliver Jeffers | Animal Kingdom and New Life (Unit 8)<br><br><i>What the ladybird heard</i> by Julia Donaldson                     | Animal Kingdom and New Life (Unit 8)<br><br><i>Information books about baby animals / farm animals Spring / Percy the Park Keeper: The Springy Story / The Lost Acorns</i> by Nick Butterworth | Animal Kingdom and New Life (Unit 8)<br><i>Oi Frog</i> by Kes Gray<br><br><i>What did I look like when I was a baby?</i> by Jeanne Willis<br><br><i>Monkey Puzzle</i> by Julia Donaldson | Animal Kingdom and New Life (Unit 8)<br><i>Easter</i><br><br><i>The Odd Egg</i> by Emily Gravett |



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|  |  |  |  | <b>Visit to Ashend House Farm</b> |  |  |
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| Reception |   |  |  |  |  |  |        |
|-----------|---|--|--|--|--|--|--------|
| Summer 1  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |        |
|           | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>The Tiny Seed</i> by Eric Carle<br><br><b>*Living caterpillars</b>              | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>Jack and the Beanstalk</i><br><br><i>Jasper's Beanstalk</i> by Mick Inkpen | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>Katie and the Sunflowers</i> by James Mayhew | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>Katie and the Sunflowers</i> by James Mayhew<br><br><b>Local walk to observe signs of Summer and focus on care for the environment</b> | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>The Crunching Munching Caterpillar</i> by Sheridan Cain & Jack Tickle<br><br>Linked to living Caterpillars | Petals, pots and magnificent minibeasts! (Unit 9)<br><br><i>Anansi the Clever Spider</i> by Susie Linn |        |
| Summer 2  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   | Week 7 |
|           | We're Going on a Journey (Unit 12)<br><br><i>The Snail and the Whale</i> by Julia Donaldson<br><br><b>Visit to the Black Country Museum</b> | We're Going on a Journey (Unit 12)<br><br><i>The Big Blue Whale</i> by Nicola Davis  | We're Going on a Journey (Unit 12)<br><br><i>Ten Little Pirates</i> by Mike Brownlow                     | We're Going on a Journey (Unit 12)<br><br><i>Rainbow Fish</i> by Marcus Pfister  | We're going on a journey (Unit 12)<br><br><i>Harry and the Dinosaurs go to School</i> by Ian Whybrow   | We're Going on a Journey (Unit 12)<br><i>The Colour Monster Goes to School</i> by Anna Llenas          |        |