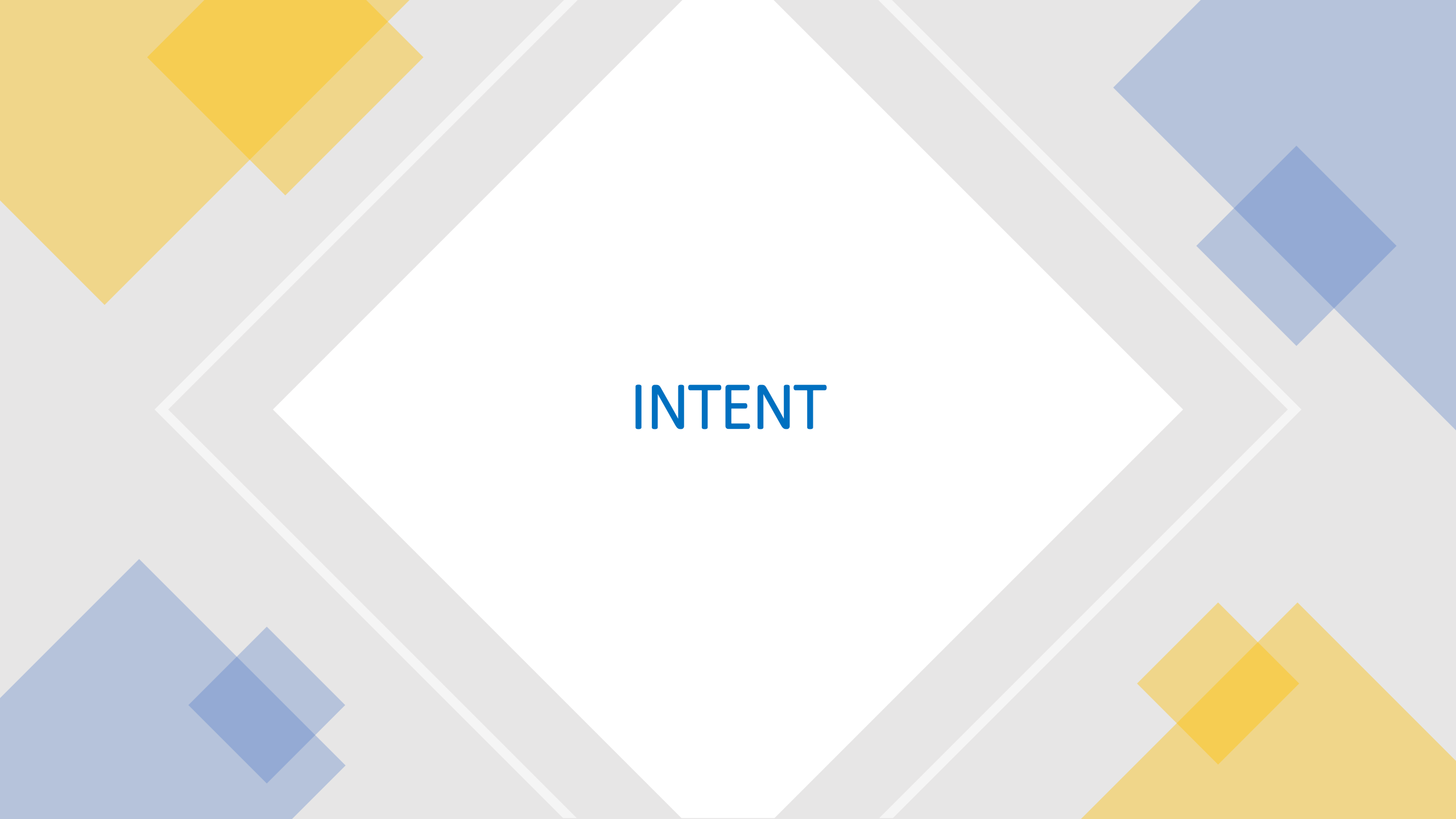




Reception at Peters Hill



INTENT

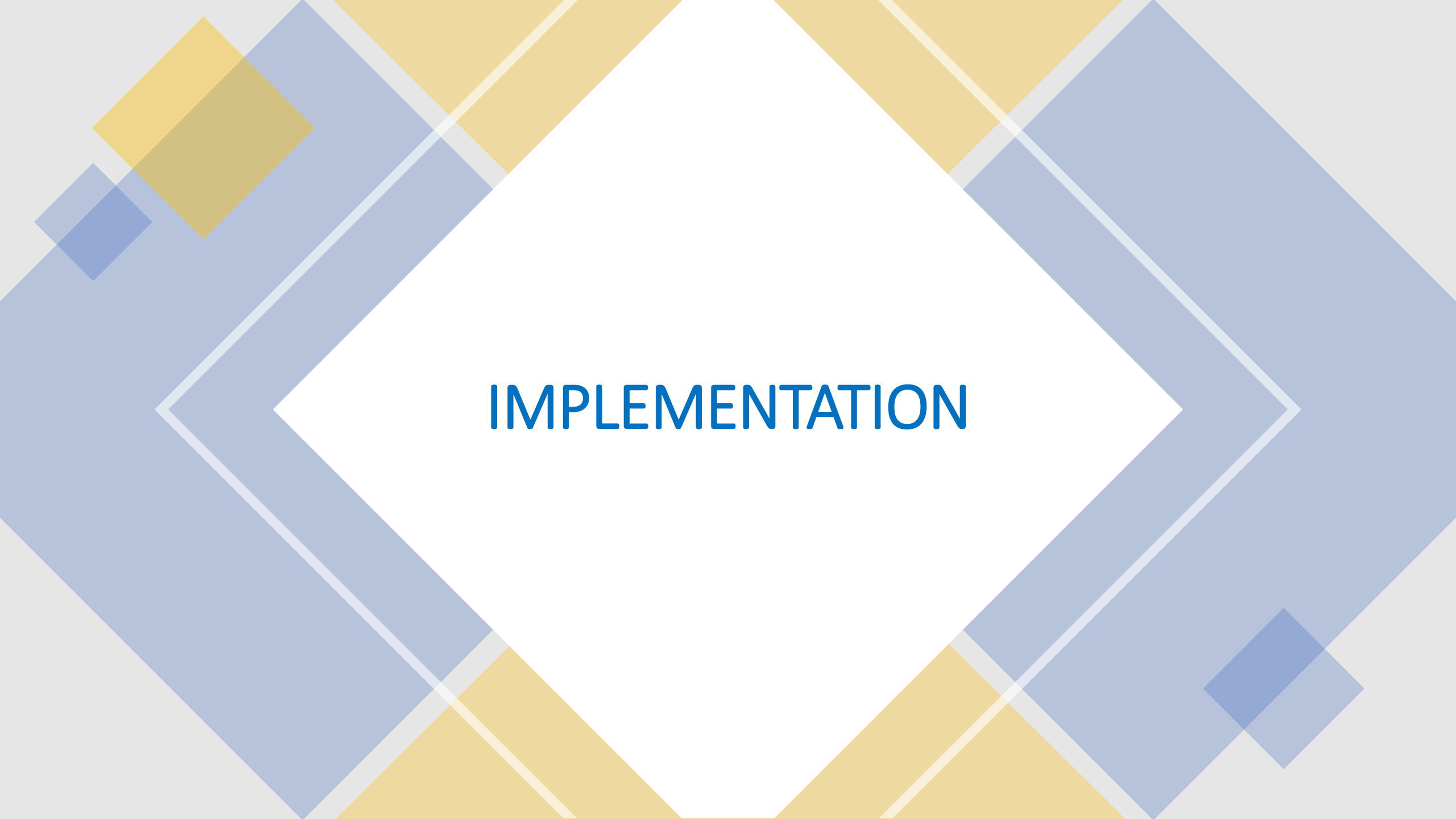
At Peters Hill, our EYFS curriculum strives towards the following aims:

- To develop strong relationships so pupils gain a sense of belonging to the community.
- To develop language and communication skills in order to be able to express their “pupil voice” and know they are valued as an individual.
- To be flexible, engaging and varied so that needs, passions and interests are identified, embraced and developed.
- To be ambitious for all and enrich learning through a wide range of opportunities and activities.
- To instill belief and opportunities for children to learn, experiment, investigate and try things out.
- To develop individual care and compassion for themselves and others both recognising and celebrating achievements.
- To encourage respect and tolerance in the world around them and celebrates diversity in the community.
- To underpin learning with a strong foundation of basic skills, knowledge and values including prioritising the development of Reading.
- To recognise children’s prior learning and experiences, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience for an ever changing world.
- To develop a growth mindset approach and become critical, creative and reflective thinkers.

We believe that in the EYFS, all children should:

- Have interests and beliefs recognised
- Be celebrated as part of the community
- Consolidate and deepen knowledge
- Meet their next learning steps
- Be supported by the indoor and outdoor environments
- Achieve a Good Level of Development (GLD)
- Make good progress from their starting points.
- Feel ready for the start of KS1.





IMPLEMENTATION

The 7 areas of learning

The 3 prime areas:

- communication and language
- physical development
- personal, social and emotional development

The 4 specific areas:

- literacy
- maths
- understanding the world
- expressive arts and design



The Development Matters non-statutory curriculum guidance for the early years foundation stage helps to inform our approach to curriculum, putting the educational programmes into practice.

Topic Overview

- Autumn 1 – All About Me
- Autumn 2 – People who help us
- Spring 1 – Keeping healthy
- Spring 2 – Growing
- Summer 1 – Around the World
- Summer 2 – Fact or Fantasy



The implementation of the 7 areas of learning are shown on the following slides and are threaded through our half termly topics.

SP1-Keeping Healthy

AT1-All About Me

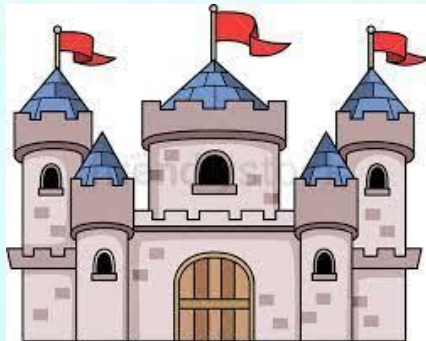


AT2-People Who Help Us



Reception Curriculum Overview

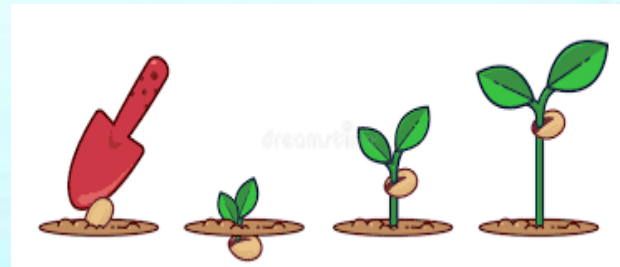
SU2-Fact or Fantasy?

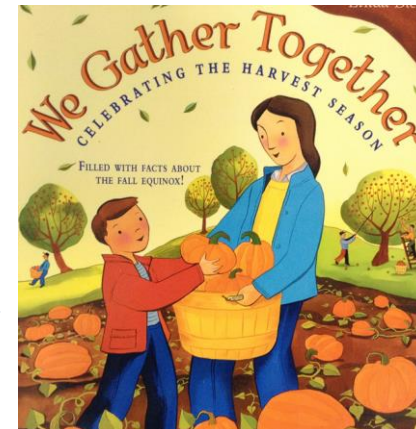
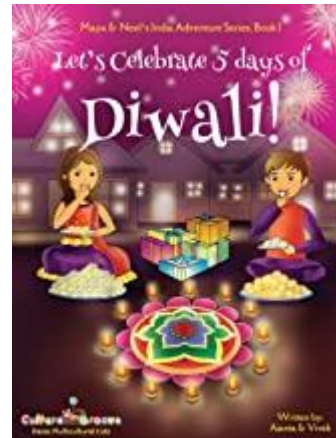
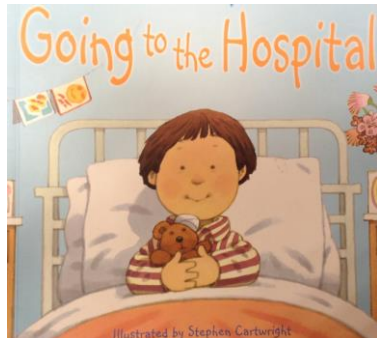
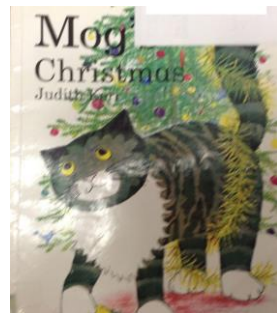
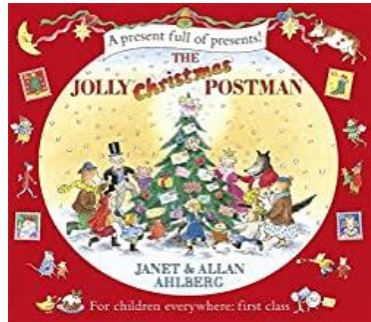
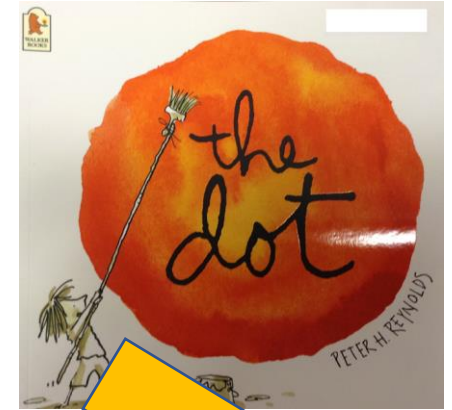
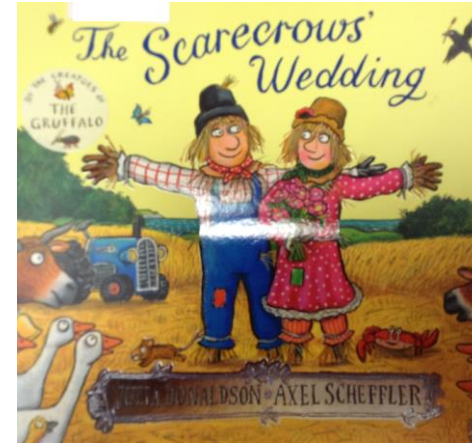
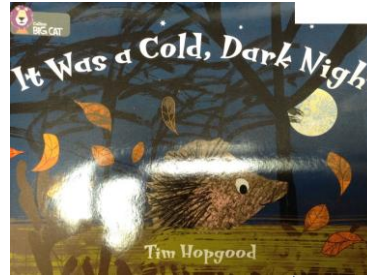
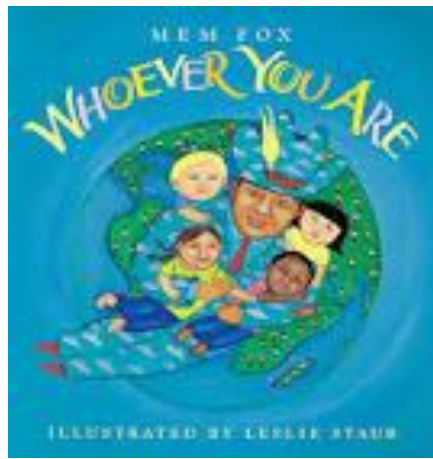
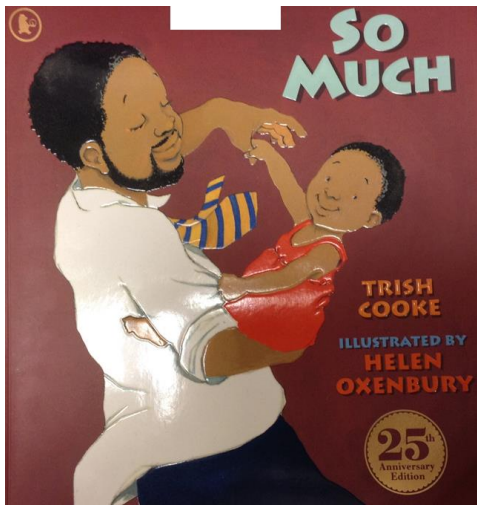


SU1 -Around The World

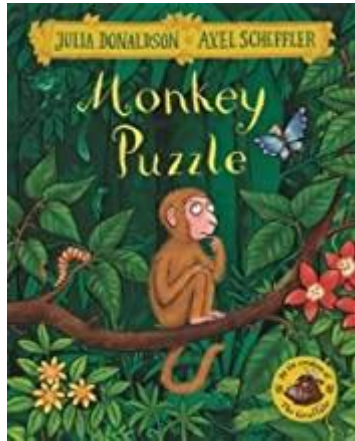
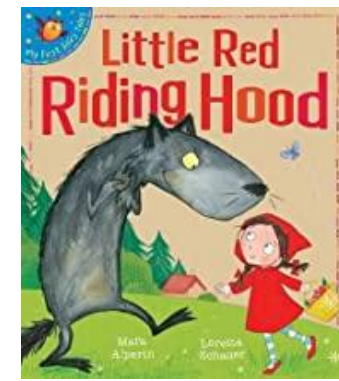
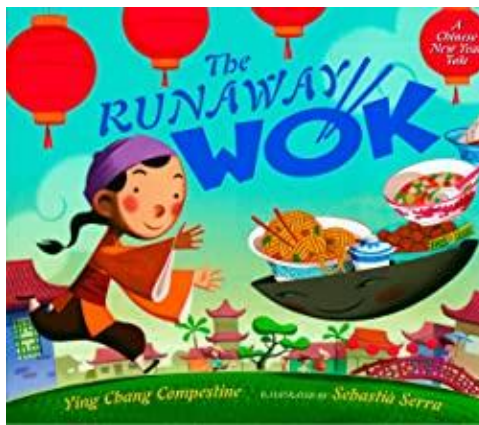
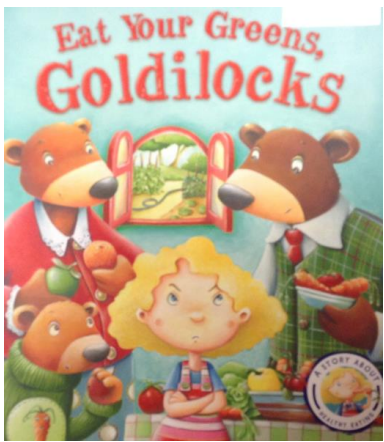


SP2-Growing

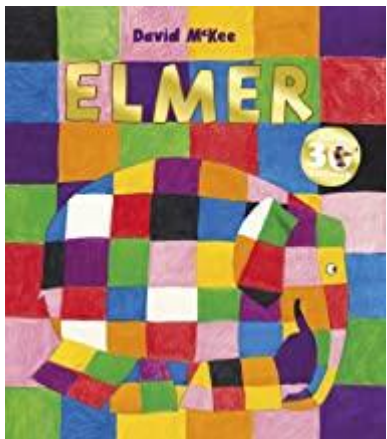
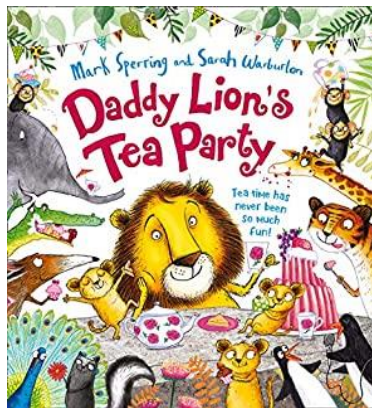
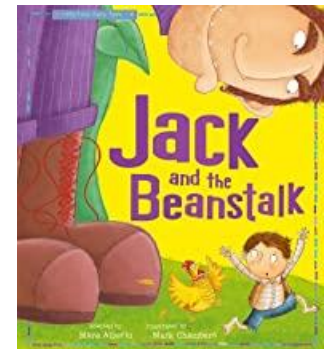
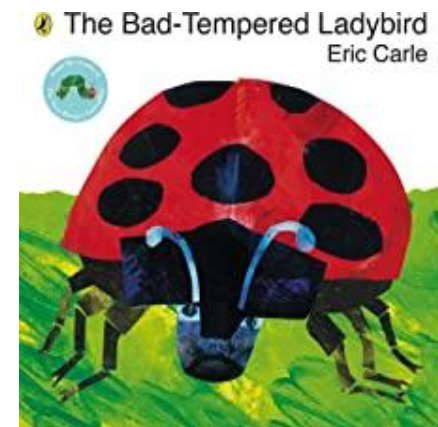


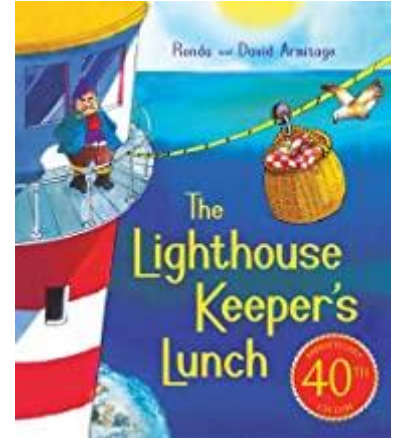
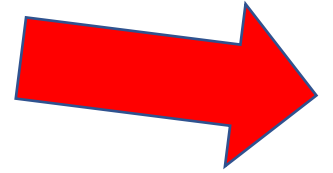
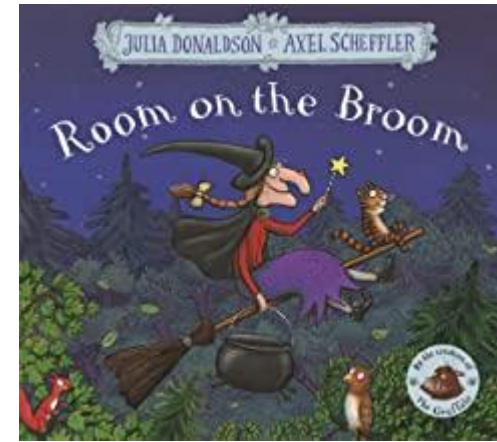
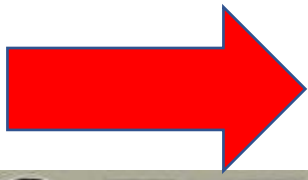
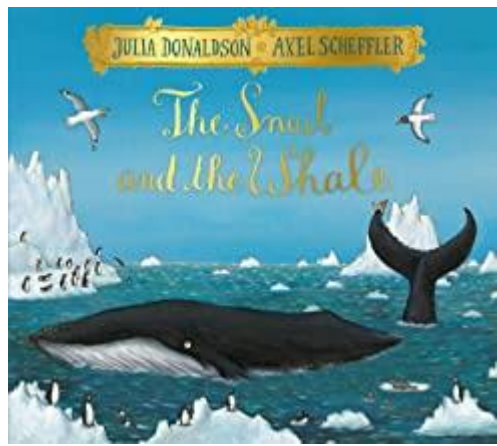


Autumn Key Texts - Reception

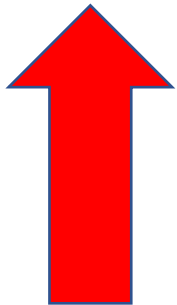
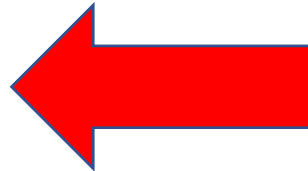
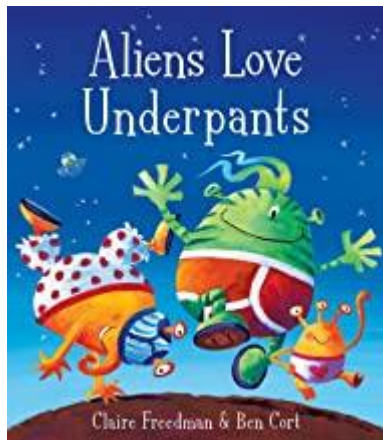
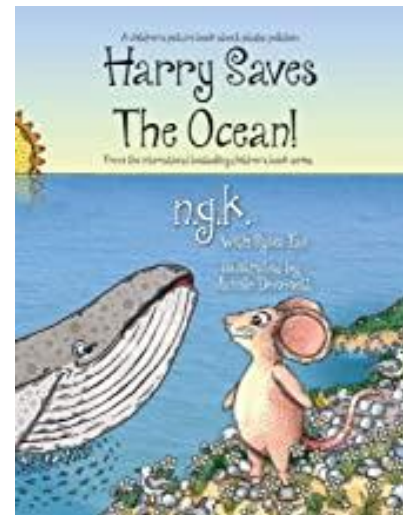
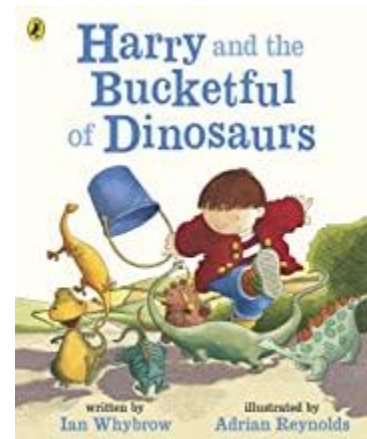
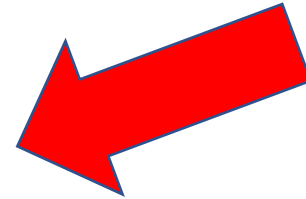
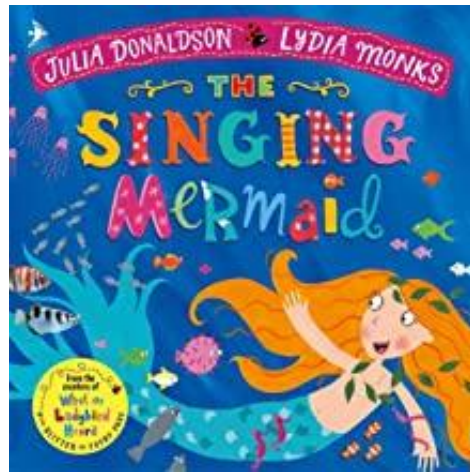
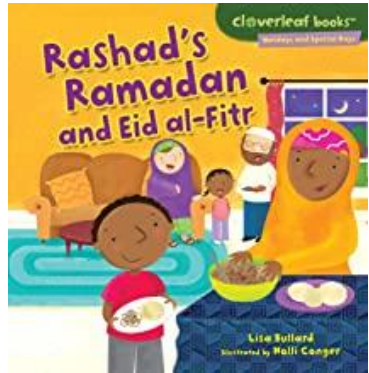


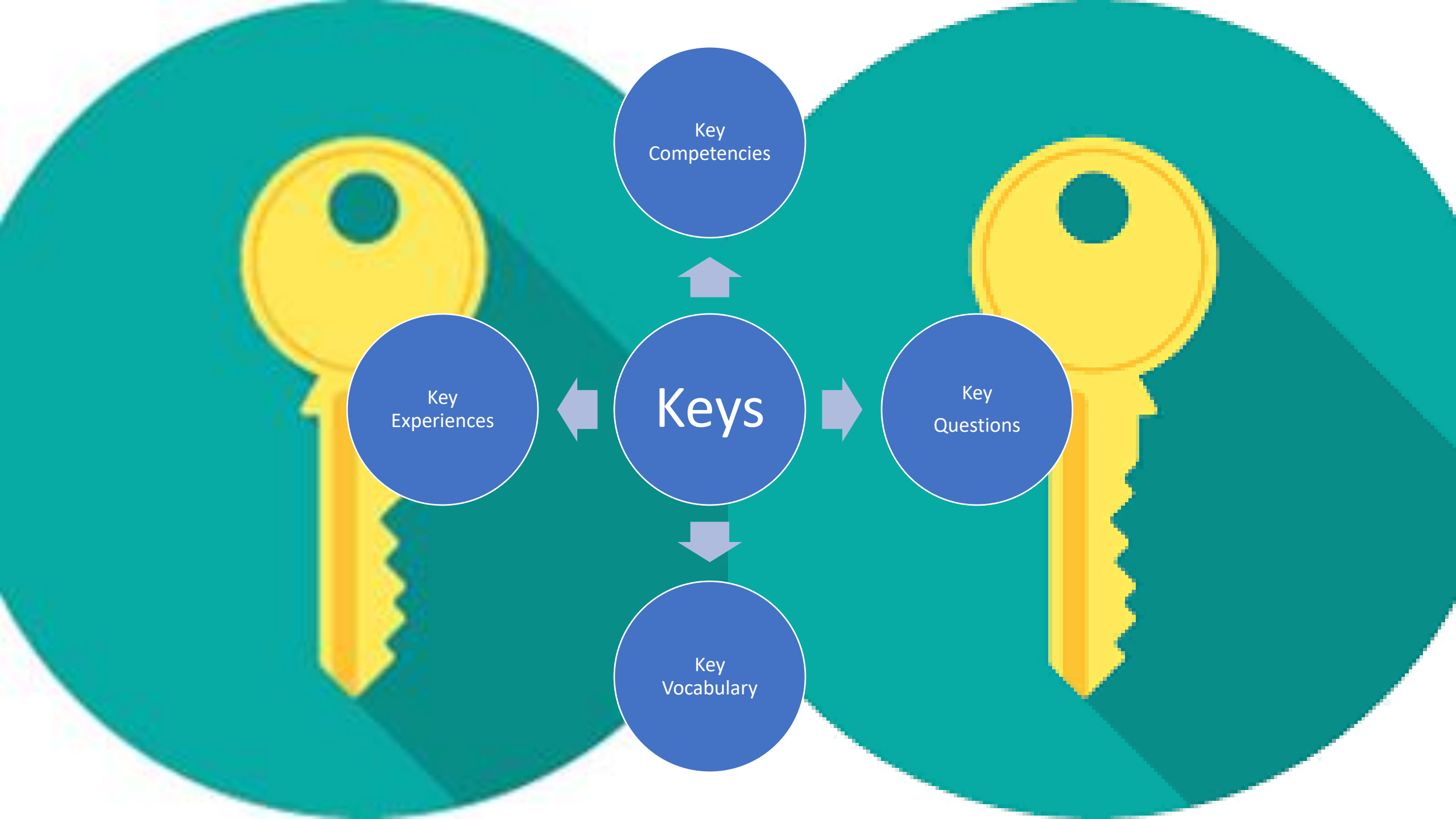
Spring Key Texts - Reception





Summer Key Texts - Reception





Reception

Communication and Language

Statutory Guidance: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Prime Area – Communication and Language					AT1 – All about me				
EYFS (non-stat guidance) <u>Listening, Attention and Understanding</u>		Key Competencies		Key Questions		Suggested Activities		Key Texts	
<u>Development Matters</u> - Understand how to listen carefully and why listening is important. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. <u>Birth to Five Matters</u> - Focusing attention – can still listen or do, but can change their own focus of attention - Is able to follow directions (if not intently focused) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.		- I can understand how to listen carefully, e.g. I make sure I can see the person who is talking. - I know why listening is important. - I enjoy listening and responding to stories at story time. - I enjoy listening to stories. I can talk about my favourite and familiar stories. - I enjoy listening to rhymes and songs and pay attention to different sounds. - I can change my focus of attention independently. - I am able to follow simple instructions. - I can respond to instructions such as, under, on top, behind.		- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?		- Specific traditional stories and familiar nursery rhymes have been chosen in this half term. They link with the overall theme, children may already be familiar with them from home or previous nurseries and they have repetitive language in them as well. It is important to plan for performance opportunities that encourage children to join in with the stories or rhymes, as this will help them develop confidence in speaking in front of their new class. - Play a game of “Guess Who?” Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children to continue to play in the continuous provision. - Ask the children to make stick puppets of themselves and their friends. Can they act out a story or conversation using the stick puppets? You could provide a puppet theatre for children to perform to an audience using LAT. - Using permanent pen, write some labels on a beach ball such as animal, colour, game, food, toy. Play a circle game, throwing the ball to a child. Can they think of a question to ask the group using the prompts on the ball? - Role plays such as a home corner will enable children to act out scenarios from their own experiences. If the larger classrooms have space for two roleplays to link ideas, this will extend children’s play. ie Tesco next to home corner. School next to the home corner. Can the smaller classrooms link the outdoor space to role play so children can go to the park? - Ask the children to bring in photos from home. Use the <u>fantastic lenses</u> to encourage talk about the personal photos. Photos may have to be enlarged so children can see them. Teachers to show their own photos to help build interest within the class.		<u>Traditional Texts</u> - The Three Little Pigs - Red Riding Hood <u>Autumn Texts</u> - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner <u>Harvest Festival</u> - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarcrow <u>Family Diversity</u> - So much – Trish Cooke - Whoever you are- Mem Fox. •My daddies – Gareth Peter and Garry Parsons •Love makes a family – Sophie Beer •Two Homes – Clare Masruel and Kady McDonald <u>Stories with a familiar setting</u> - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr <u>Nursery Rhymes</u> - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby	
EYFS (non-stat guidance) <u>Speaking</u>		Key Competencies		Key Vocabulary					
<u>Development Matters</u> - Learn new vocabulary. - Use new vocabulary through the day. - Describe events in some detail - Develop social phrases. - Learn rhymes, poems and songs. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <u>Birth to Five Matters</u> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words		- I am learning lots of new words. - I am using new words I have learned. - I can talk about things I have experienced in some detail. - I can use and respond to social phrases such as when someone says “Good Morning, how are you?” - I enjoy learning different rhymes, poems and songs. - I can retell familiar stories, remember and repeat phrases from these. - I can talk about stories in my own words. - I can identify a group of new words linked to a specific topic. - I can explain the meaning of the new words I have learned. - I can identify the sounds in new words.		- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank					
				<u>Key Experiences</u>					
				- Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.					

Prime Area – Communication and Language

AT2 –People who help us

EYFS (non-stat guidance) <u>Listening, Attention and Understanding</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Development Matters</u> - Understand how to listen carefully and why listening is important. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Birth to Five Matters</u> - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box	- I can understand how to listen carefully, e.g. I make sure I can see the person who is talking. - I know why listening is important. - I enjoy listening to stories. I can talk about my favourite and familiar stories. - I enjoy listening to rhymes and songs and pay attention to different sounds. - I am interested in using books that give me information, like a book about caring for pets. - I listen to information books and can talk about what I have learned. - I can listen and respond in small or larger groups for short or longer periods of time. - I can respond to more detailed instructions.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children's hospital.</u> - What is road safety week? - How can we be safe pedestrians?	- Ask a parent or member of staff whose job involves helping others to come into school to talk to the children about what they do. Encourage the children to listen carefully to how that persons job involves helping others and give the children time to ask questions about what they have heard. - Place a selection of photos of people who help us onto the floor. Ask the children to think of a time when they have been helped by one of these people in the past. Can they discuss how the person helped them and how they felt at the time? - Using a range of physical items and pictures and ask the children to match pieces of equipment to their owner. Introduce and explain new vocab and encourage them to listen to each others suggestions. - Each class and the outdoor area could set up a different role play such as a doctors, police station, fire station. Children can choose which role play to play in across the unit. Some role plays such as the fire station lend themselves to the outdoor area as the children could have access to water and hoses. - In groups with an adult scribe, children could orally create a concrete poem (shape poem) based on bonfire night and the sounds they might hear. Fizzing fireworks, screeching rockets, whizzing wheels etc... - Opportunities encouraging children to perform their poems, songs and stories to a familiar audience such as their class or other reception classes will help them develop oral confidence in a class or group. It is also important for children to see other class or group performances i.e. via film or live versions. - Hide pictures of people around us around the setting. Give children two channelled instructions such as go to the water area and lift up the hose – fireman card. - Use visual resource cards and the <u>fantastic lenses</u> to discuss the photos.	<u>Traditional Texts</u> - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-elves-and-the-shoemakers/zm2q92p - Cinderella <u>linked to Anti Bullying week</u> <u>Theme related texts.</u> - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson <u>Diwali Related Text</u> - Diwali –Ajanta Chakraborty - Online -Rama and Sita story. <u>Bonfire Night</u> - Remember, Remember the 5th of November –Deborah Webb. - Online poems related to fireworks. <u>Christmas Theme</u> - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. <u>Nursery Rhymes</u> - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly <u>Famous Person</u> - Florence Nightingale
EYFS (non-stat guidance) <u>Speaking</u>	Key Competencies	Key Vocabulary		
<u>Development Matters</u> - Learn new vocabulary. - Use new vocabulary through the day. - Articulate their ideas and thoughts in well-formed sentences. - Develop social phrases. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn rhymes, poems and songs. <u>Birth to Five Matters</u> - Uses language to imagine and recreate roles and experiences in play situations	- I am learning lots of new words. - I am using new words I have learned. - I can use clear, well formed sentences to talk about my ideas. - I can use and respond to social phrases such as when someone says “Good Morning, how are you?” - I can retell familiar stories, remember and repeat phrases from these. I can talk about stories in my own words - I enjoy learning different rhymes, poems and songs. - I can use new topic language when I am playing in role play situations such as the fire station, police station, doctors.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water pose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u>		
			Key Experiences	
			- Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Divali. - Visit to the local church links Christmas. - Road safety week walk around local area.	

Prime Area – Communication and Language

SP1 –Keeping Healthy (mentally and physically)

EYFS (non-stat guidance) <u>Listening, Attention and Understanding</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Engage in story times. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Birth to Five Matters - Listens and responds to ideas expressed by others in conversation or discussion - Beginning to understand why and how questions	- I enjoy listening and responding to stories at story time. - I am interested in using books that give me information, like a book about caring for pets. - I listen to information books and can talk about what I have learned. - I can listen and respond to other children and adults during a variety of child-or adult led activities. - I can answer how and why questions.	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics? - What is the para olympics?	<i>All food tasting and cooking activities must be checked with SLT and Parents before delivered in classrooms. Please consider allergies before planning.</i> - Food Tasting/Preparing –Children could prepare and taste some real fruit and vegetables whilst exploring descriptive vocabulary, such as ripe, soft, leafy and juicy. - Children could start planting lettuces and carrots which will lead into the Growth topic next half term. - Children design and make their own pizzas. Gingerbread men or pancakes (Shrove Tuesday) as part of a DT project. - Different role plays across the unit and outside provides children with a range of experiences to extend their language in different contexts. - Role plays such as butchers, grocery stalls (outdoor), bakery, supermarkets and restaurants could be set up across the unit. Children could explore them using connectives and new vocabulary to describe different food that you would like to buy in a shop or restaurant. For example, “I would like to buy some strawberries because they are ripe and juicy. - Children could create a pictorial menus for their role play restaurants demonstrating healthy options. - Role plays could also include Doctors and Dentists as this links to why children need to stay healthy. - The Travelling Circus and Outdoor Gym role plays could be set up outdoors.	Traditional Stories - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise Theme related texts - Eat you greens Goldilocks- Steve Smallman - The Fabulous Fosket Family Circus – Quentin Blake. - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing - Steve Anthony - What happened to you? James Catchpole and Karen George
EYFS (non-stat guidance) <u>Speaking</u>	Key Competencies	Key Vocabulary		
Development Matters - Learn new vocabulary. - Use new vocabulary through the day. - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail Birth to Five Matters - Links statements and sticks to a main theme or intention - Talks more extensively about things that are of particular importance to them - Beginning to use a range of tenses (e.g. play, playing, will play, played)	- I am learning lots of new words. - I am using new words I have learned. - I can use clear, well formed sentences to talk about my ideas. - I can talk about things I have experienced in some detail. - I can talk about a topic, linking ideas together. - I can explain what I intend to do during an activity. - I can talk about a topic that interest me in some detail with increasing independence. - I can talk clearly using the correct grammatical phrases.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
		Key Experiences		
		- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		
				PSED Stories - The Dot –Peter Reynolds - The Squirrels who Squabbled –Rachel Bright. Chinese New Year - The Runaway Pot - The Great Race - Busy Chinese New Year –Campbell books Nursery Rhymes - Five current buns - The Muffin Man - Ten Fat Sausages - Pat-a-cake - If you are happy and you know it. - Brush, brush, brush your teeth

Prime Area – Communication and Language

SP2 –Growing

EYFS (non-stat guidance) <u>Listening, Attention and Understanding</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Engage in story times. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Birth to Five Matters - Understands questions such as who; why; when; where and how - Able to follow a story without pictures or props	- I enjoy listening and responding to stories at story time. - I am interested in using books that give me information, like a book about caring for pets. - I listen to information books and can talk about what I have learned. - I can respond to questions involving who, why, when and how. - I am able to listen to an oral story and explain what it is about.	- How have I changed from a baby to Reception? - What can I do now I couldn't do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	- Play hide the mini beast game in the outdoor area. Hide the plastic mini beasts under, behind, on top of the stones, grass. Give the children a description of who in this place before they go searching for the mini beast. - Using a mini beast photo pack use the <u>fantastic lenses</u> to ask key questions about the pictures. - Use props and puppets when learning and performing poetry and rhymes about mini beasts. - Using photos put the human pictures into the order they grow. Discuss what happens and how we change as we grow. - Discussions regarding how elderly people may need help. What can we do to make them feel special? Can we send cards or pictures to a local home? - Discussions with children about how to build the pop up greenhouses and what to grow inside them. Once the children have grown them, discuss with the children what to do with the vegetables? Can they be sold to staff and parents? How much would they be sold for? When would you see them etc.. - On the way to school or during the visit to Mary Stevens part can children see any new spring plants that have begun to grow? (daffodils, tulips, crocus) Discuss what they look like and how different plants blossom at different points if the year. - Relate the meaning of new life to the Easter Story. Discuss the events with small groups.	Traditional Stories - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f Theme related texts - The Bad Tempered Ladybird – Eric Carle - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson Spring Related text - Harry's Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story Nursery Rhymes - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme
EYFS (non-stat guidance) <u>Speaking</u>	Key Competencies	Key Vocabulary		
Development Matters - Use new vocabulary in different contexts. - Ask questions to find out more and to check they understand what has been said to them. - Connect one idea or action to another using a range of connectives. Birth to Five Matters - Questions why things happen and gives explanations. Asks e.g. who, what, when, how - Able to use language in recalling past experiences - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk to explain what is happening and anticipate what might happen next	- I can use the topic vocabulary when talking about animals, humans or plants. - I can ask questions to find out more about something I am interested in. - I can talk about an idea and make a connection to another idea by using words like: and, or, but , because. - I can ask questions involving who, why, what, when and how words. - I can use words like, yesterday, before, a long time ago when talking about experiences from the past. - I can talk about past events in the correct order. - I can talk about what is happening and what might happen next.	- Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress.		
		Key Experiences		
		- Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..		

Prime Area – Communication and Language			SU1 –Around the World	
EYFS (non-stat guidance) <u>Listening, Attention and Understanding</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Engage in story times. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Birth to Five Matters - Understands a range of complex sentence structures including negatives, plurals and tense markers - Beginning to understand humour, e.g. nonsense rhymes, jokes	- I enjoy listening and responding to stories at story time. - I am interested in using books that give me information, like a book about caring for pets. - I listen to information books and can talk about what I have learned. - I can orally identify which sentence structures are grammatically incorrect. - I can explain why some of my some poems and jokes are funny.	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	- Role plays could be set up as a range of restaurants from around the world. Pizza hut, Chinese restaurant, Indian restaurant, hickory's, fish and chip shop etc.. - The outdoor role play may also include a TV weather station, where children use local and world maps to report on the weather. Other children could be the camera crew and film the report. - Use the clip below to sequence pictures of how a banana travels to our supermarkets. Ask children to describe the journey. YouTube clip: The Journey of a banana. From land to hand. https://www.youtube.com/watch?v=TV7tsXyq7ow - Provide children with opportunities to tell animal jokes or poems to an audience. Talk about why they are funny.https://www.scholastic.com/content/dam/parents/migrated-assets/printables/pdfs/Animal-Jokes-for-Kids-Printable.pdf - Teach the children the song “I do like to be beside the seaside”. Ask children to make up their own versions saying what they like to do beside the seaside. - Place seaside objects such as beach ball, hat, sunglasses, bucket into a bag and describe them to the group or class. Can children guess the seaside object? - If a Sammy the seagull flew over the seaside, what would he see? Use the fantastic lenses to discuss Ariel seaside photos. - Ask a range of familiar visitors such as SLT, family members, other teachers to talk about their experiences of travelling the world. Ask the visitor to chose one specific location to talk about. Ask the visitor to bring photos and artefacts to accompany the discussion. Encourage children to ask questions to deepen their understanding. Keep a class record on a world map/globe of places discussed	Theme Related Texts - The Snail and the Whale –Julia Donaldson - This is London – Miroslav Sasek - What the ladybird heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Artitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party –Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action hero –Eyls Dolan - The Lion Who wanted to Love - Giraffe can’t dance •Pirates love underpants –Claire freedman Stories from around the world - Tiddalick –Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick/zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 Nursery Rhymes - A sailor went to sea - The owl and the Pussy Cat - Row Row Row your boat - Alice the Camel - London Bridge is falling down - One two buckle my shoe Eid ul Fitr May 2. - Rashid’s Ramandan - Eid Ul Fitr – Lisa Bullard Famous Person - David Attenborough
EYFS (non-stat guidance) <u>Speaking</u>	Key Competencies	Key Vocabulary		
Development Matters - Use new vocabulary in different contexts. - Ask questions to find out more and to check they understand what has been said to them. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Birth to Five Matters - Introduces a storyline or narrative into their play - Uses intonation, rhythm and phrasing to make the meaning clear to others - Builds up vocabulary that reflects the breadth of their experiences	- I am using new words that I have learned in lots of different ways. - I can ask questions to check my understanding or find out more information. - I can talk about an idea and make a connection to another idea by using words like: and, or, but , because. - I can talk about how to solve problems and give explanations about how things work and might happen. - I can orally create my own stories when playing with small world or in the role play. - I can use expression, rhythm and phrasing when speaking to an audience. - I can using a range of vocabulary that I have learnt from previous topics in reception.	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator,	Key Experiences - Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries. - Visit to a local Mosque	

Prime Area – Communication and Language

SU2 –Fact or Fantasy?

EYFS (ELG) <u>Listening, Attention and Understanding</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<i>In relation to discussions or texts in 1-1 situations, small or large groups:</i> - I can listen attentively without being distracted. - I can ask relevant questions to deepen my understanding. - I can make appropriate comments in response to others. - I can follow complex instructions that involve several ideas or actions. - I can hold a back and forth conversation with my teacher and friends.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Where dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	- Create a “hook” for the children by setting up a large egg in the outdoor area sand pit. Tape the area off and tell the children something has laid the egg over the weekend and we need to investigate what it might be, what has laid it and what will hatch out of it? - Create role play dinosaur museums with a light box to explore x-rays of skeletons. - In the outdoor areas use the sandpit as a role play excavation site, digging up fossils or bones. - Create environments outdoors for the small world dinosaurs to live in. Use natural materials to discuss where they lived (water/land), and what they might eat (plant or animal). - Create role play castles with costumes and props and encourage children to act out stories read in class. - Ask children to build their own castles both indoor and outdoors using large/small wooden blocks, lego, duplo and junk models. Provide the children with space to build these models over time so they can return to the projects with friends. - Provide children with small world castles and figures to act out stories. - Use the just imagine book to encourage children to think of their own stories...Just imagine you are as small as a mouse Just imagine you were as big as a house....	Theme Related Texts - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ Nursery Rhymes - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/songs-and-rhymes/?page=2 Famous Places - Buckingham Palace - Windsor Castle - Dudley Castle
EYFS (ELG) <u>Speaking</u>	Key Competencies	Key Vocabulary		
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<i>In relation to discussions or texts in 1-1 situations, small or large groups:</i> - I can offer my own ideas. - I can use new vocabulary in my explanations. - I can explain why things might happen in stories, non fiction books, rhymes and poems. - I can talk about how I feel and what I have experienced in full sentences. - I have begun to use past, present and future tenses when talking to others. - I have begun to use conjunctions when explaining my ideas.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon, brave, fearless - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch Key Experiences - Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

Reception

Personal, Social and Emotional Development

Statutory Guidance: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Prime Area –Personal, Social and Emotional Development

AT1 – All About Me

EYFS (Non Stat Guidance) <u>Self Regulation</u>	Key Competencies <u>Self Regulation</u>	Key Questions	Suggested Activities	Key Texts
<u>Development Matters</u> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. <u>Birth to Five</u> - Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares	- I can talk about the school behaviour rules. - I can think about how other people are feeling in different situations. - I can wait for my needs to be met. - I can recognise and talk about how I am feeling. - I can talk about examples of different types of feelings I have. - I know ways to help myself feel calm when I am frightened about something.	- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?	- Introduce the class “rules”. Discuss with the children what are the classroom rules, play ground rules and dinner time rules and why we need them. Use visual posters reinforcing good sitting, good listening, good looking etc.. - Compare the similarities and differences between rules for different homes ie shoes off or on? Bedtime late or early? - Establish visual timetables for your class so everyone becomes familiar with the routines of the day and week. - Establish specific monitor roles for fruit and juice, messages, cloakroom monitors etc.. - Establish class expectations about behaviour and respect towards each other. Discuss praise systems such a star cards, stickers and zone boards etc.. - Set up friendship stops both indoors and outdoors so children know what to do if they don’t have anyone to play with. - Establish basic routines such as hand washing, using the toilet, hanging up coats, self registration, home times etc.. - Teach children in small groups how to use the continuous provision in the classroom and outdoor areas. Set expectations about how to tidy up, how many children can play and how to take turns in various areas. - Explore emotions with the children. Play pass the feeling. Whisper a feeling and the child makes the expression on their face which they pass on until one child is chosen to guess the emotion. - Encourage children to talk about what makes them unique? Create a class display to represent all the children in your class. - Model to children how to play co-operatively in groups, taking turns and listening to others. - Find out about different groups children belong to. Ie Rainbows, scouts, swimming clubs, Arabic classes etc.. Explain we are all part of this school community and class.	<u>Traditional Texts</u> - The Three Little Pigs - Red Riding Hood <u>Autumn Texts</u> - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner <u>Harvest Festival</u> - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarcrow <u>Family Diversity</u> - So much – Trish Cooke - Whoever you are- Mem Fox. - My daddies – Gareth Peter and Garry Parsons - Love makes a family – Sophie Beer - Two Homes – Clare Masrueal and Kady McDonald <u>Stories with a familiar setting</u> - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr <u>Nursery Rhymes</u> - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby - This little piggy went to market
<u>Managing Self</u>	<u>Managing Self</u>			
<u>Development Matters</u> - Show resilience and perseverance in the face of challenge. <u>Birth to five</u> - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers - Recognises that they belong to different communities and social groups and communicates freely about own home and community - Enjoys a sense of belonging through being involved in daily tasks - Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely - Can wash and can dry hands effectively and understands why this is important	- I can keep going with something even when I find it challenging. - I can ask for help when I need it. - I can talk about myself and my home. - I can talk to people who I don’t know very well. - I am beginning to make friends and talk to children I am playing with. - I can talk about the groups I belong to, such as school, sports, religious communities etc.. - I can choose activities and resources with help. - I can carry out tasks for others. - I can follow the safety rules of my classroom. - I know it is important to wash my hands before snack, dinner time and when using the toilet.	<u>Key Vocabulary</u>		
		- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank		
<u>Building Relationships</u>	<u>Building Relationships</u>	<u>Key Experiences</u>		
<u>Development Matters</u> - Build constructive and respectful relationships. <u>Birth to Five</u> - Seeks out companionship with adults and other children, sharing experiences and play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions	- I can start a conversation and listen to what others say. - I can invite others to play with me. - I can play co-operatively . - I can talk to others in my play.	- Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.		

Prime Area –Personal, Social and Emotional Development

AT2 –People Who Help Us

Non Stat Guidance <u>Self Regulation</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to Five</u> - Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants - Is aware of behavioural expectations and sensitive to ideas of justice and fairness	- I can follow the school behaviour rules. - I can express my feelings and I am aware of other peoples feelings. - I understand how my actions and words can affect others. - I can talk about behaviour that is right and wrong.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children’s hospital.</u> - What is road safety week? - How can we be safe pedestrians?	- Pretend a doll is poorly and needs to go to hospital. How might she feel about going to hospital? Discuss what the children might do or say to help the doll? - Challenge the children to work together to build an emergency services vehicle. They could use large blocks or cardboard. Discuss how it feels working together as a team? - Ask the children who helps them and what they need help with. Ask them how it feels to have people help and care for you. You may want to make thank you cards to show you are grateful for what they do. Discuss how we clapped the NHS to show we were grateful as a country. Discuss poppy’s worn and a minutes silence to show respect and thanks to soldiers. - Invite the fire engine to come for a visit to school. Discuss what their job involves. Talk about keeping safe during bonfire night. Talk about the sorts of jobs the fire brigade are called to in the winter months particularly. - Invite the school members of the safeguarding, pastoral team, site team or medical team into classrooms. Encourage children to find out about what these members of staff do within school. - Invite the road safety team into school and the local lollypop person. Discuss how to be a safe pedestrian, especially during the darker nights. - Set up a charity day linked to Birmingham Hospital. Ask children to dress up as doctors and nurses for the day and encourage children to bring a bandaged teddy.	<u>Traditional Texts</u> - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-elves-and-the-shoemakers/zm2q92p - Cinderella <u>linked to Anti Bullying week</u> <u>Theme related texts.</u> - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson <u>Diwali Related Text</u> - Diwali –Ajanta Chakraborty - Online -Rama and Sita story. <u>Bonfire Night</u> - Remember, Remember the 5th of November –Deborah Webb. - Online poems related to fireworks. <u>Christmas Theme</u> - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. <u>Nursery Rhymes</u> - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly <u>Famous Person</u> - Florence Nightingale
<u>Managing Self</u>	<u>Managing Self</u>			
<u>Birth to Five</u> - Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others - Is sensitive to others’ messages of appreciation or criticism - Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad - Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience	- I can talk about what I am good at. - I can listen and respond appropriately to other peoples comments about me. - I can describe how I am feeling and what happens to my body when I feel like this. - I can explain what makes me feel certain ways. - I can tell others what I want and need. - I can talk about how to keep safe in the outdoor areas in winter. - I can talk about being a safe pedestrian.			
<u>Building Relationships</u>	<u>Building Relationships</u>	Key Vocabulary		
<u>Development Matters</u> - See themselves as a valuable individual. <u>Birth to Five</u> - Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play	- I am proud of myself and I know I am important as an individual person. - I know how to listen to others and be kind and caring. - I can play fairly and cooperate with my friends. - I can extend a play idea.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water pose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u>		
		Key Experiences		
		- Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Divali. - Visit to the local church links Christmas. <u>Road safety week</u> walk around local area.		

Prime Area –Personal, Social and Emotional Development

SP1 –Keeping Healthy (mentally and physically)

(Non Stat Guidance) Self Regulation	Key Competencies	Key Questions	Suggested Activities	Key Texts
Birth to Five - Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings - Understands their own and other people’s feelings, offering empathy and comfort - Talks about their own and others’ feelings and behaviour and its consequences - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	- I can talk about my own and others behaviour and how this affects others. - I can comfort others when they are sad or upset. - I understand the word “consequences”. - I know how to be patient. - I can accept changing in routine. - I can control different emotions.	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics?	- As a class discuss how children look after their teeth at home. Talk about experiences of going to the dentist and how they felt when they visited the dentist. Invite a dentist or dental nurse into visit the class. - Use a model set of teeth to talk about how to look after teeth. One could be coloured black, one could have stuck food on and another could be missing. Discuss how to look after teeth. - Use non fiction texts and stories about losing milk teeth fairy stories. - Draw some large teeth on the playground with chalk and ask children to clean them with brushes and mops. - Set up a reception physical event such as PH Olympics in the outdoor area. Encourage children to compete in classes or groups against each other. Keep a record over a period of time to see which team are winning. Discuss the importance of practicing in order to compete in the final event. Discuss the feeling of winning, losing and improving. - Plan weekly cooking experiences for children to build their understanding of a balanced diet. Allow children to handle, chop and blend fruit and vegetables. The children could make fruit smoothies and plant vegetables. - Discuss with the children the importance of sleep on children's development. Discuss the differences between the amount of sleep a baby needs in comparison to a child and an adult. Find out who in the class sleeps the most by encouraging the children to create a daily record of how much sleep they have. - Discuss what is meant by screen time. Identify how much screen time we have at home and school.	Traditional Stories - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise Theme related texts - Eat you greens Goldilocks- Steve Smallman - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing - Steve Anthony - What happened to you? James Catchpole and Karen George PSED Stories - The Dot –Peter Reynolds - The Squirrels who Squabbled –Rachel Bright. Chinese New Year - The Runaway Pot - The Great Race - Busy Chinese New Year –Campbell books Nursery Rhymes - Five current buns - The Muffin Man - Ten Fat Sausages - Pat-a-cake - If you are happy and you know it. - Brush, brush, brush your teeth - Teddy Bear Teddy Bear - Ten in a bed - Sing a song of six pence
Managing Self	Managing Self	Key Vocabulary		
Development Matters - Manage own needs and personal hygiene - Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. Birth to five - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms - Observes and can describe in words or actions the effects of physical activity on their bodies - Can name and identify different parts of the body - Willing to try a range of different textures and tastes and expresses a preference. Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	- I can manage my own personal hygiene ie toileting, hand washing, blowing nose. - I can talk about how to keep healthy and why it is important. - I can talk about how my body feels after exercising. - I can name parts of my body. - I can talk about foods I like and dislike. - I know which foods are healthy. - I can dress and undress independently in PE kits and winter clothes. - I can talk about why it is important to keep my teeth clean and how to do it. - I can talk about exercising and my favourite physical activities. - I can talk about my sleep routine and why sleep is important. - I can talk about what are “sensible amounts of screen time” - I can talk confidently in front of others about my interests, ideas and opinions. - I can talk about things I am good at, things I am improving and how I am improving them.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
Building Relationships	Building Relationships	Key Experiences		
Development Matters - Think about the perspectives of others Birth to five - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers - Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations	- I can listen to other people’s ideas and include them in my play. - I can listen to others and find ways to resolve conflicts. - I am learning that other people might think differently to me. - I can talk to my teachers when I have a problem with my friends.	- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		

Prime Area –Personal, Social and Emotional Development SP2 –Growing

(Non Stat Guidance) <u>Self Regulation</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Birth to five - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people - Seeks support, “emotional refuelling” and practical help in new or challenging situations	- I know how to solve problem that I have caused. - I am becoming more assertive. - I can change my behaviour to suit the situation. - I can talk to my teachers for help with my problems,	- How have I changed from a baby to Reception? - What can I do now I couldn’t do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	- Set up activities where children have to work in new groups this half term, away from usual friendship groups. This will present problems the children will have to deal with socially and emotionally. - Plan with the children how grow vegetables successfully. Decide what to grow, when to plant them and how to plant them so they grow properly. Decide what you intend to do with the vegetables once they have harvested? Will you give them to the school canteen or sell them to parents? The planning process for this activity is as important and planting the seeds. - When gardening and planting, ensure children know how to use gardening tools safely. Encourage them to be aware if tools are left lying about. - Draw the head of a flower in a tuff spot. Encourage a group of children to use resources they decide to fill in the petals ie pom-poms, sticks, stones. Can they create a beautiful flower without arguments? Who led the project? - Create mini beast homes in groups. How can the logs be organised to create a strong home? If the group use leaves, how large or deep does the home need to be for the mini beasts? Create a challenge for children to solve in groups. - Use the story of the cautious caterpillar to discuss how to be brave. Encourage children to share times they have been brave . Celebrate personal achievements.	Traditional Stories - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f Theme related texts - The Bad Tempered Ladybird – Eric Carle - The Cautious Caterpillar. - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson Spring Related text - Harry’s Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story Nursery Rhymes - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme
<u>Managing Self</u>	<u>Managing Self</u>			
Birth to five - Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help - Has a clear idea about what they want to do in their play and how they want to go about it - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others	- I am brave enough to try new activities, speak to new people and work in different groups. - I can decide for myself when I do or do not need help. - I can talk about plans I have made and any improvements I could make. - I can be resourceful using my own ideas and the ideas of others. - I can work safely in new situations and warn others about any risks ie gardening tools.	Key Vocabulary - Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress.		
<u>Building Relationships</u>	<u>Building Relationships</u>			
Birth to five - Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others - Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours	- I can follow rules when playing games with my friends. - I can think about how people might feel when I make choices and decisions.	Key Experiences - Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..		

Prime Area –Personal, Social and Emotional Development

SU1 –Around the World

Non Stat Guidance <u>Self Regulation</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to five</u> - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	- I can accept changes in my routine. - I can change my behaviour if different situations. - I can use my compromising skills. - I can use negotiating skills. - I know what to do when my friends disagree. - I can stop and think before acting.	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	- This half term should focus on the use of puppets in the curriculum. Explain to the class there are some new friends joining reception and they have travelled from different parts of the world to be here. Rotate the puppets around the classes, so they get to know all about each one. The puppets could have a name, a passport, a suitcase etc.. Children should be encouraged to get to know the new person who is visiting their classroom. Encourage children to welcome the puppet to our different routines, foods and language. - Use animal puppets from around the world to create scenarios for children to discuss. For example how does the snail and the whale feel when they are being chased by the shark? If they stopped to talk to each other what would they say? How did the lion who wanted to love feel when she was told she was too soft and lions should be fierce? - When exploring foods from around the world, discuss their textures and tastes. Play flag and food bingo to identify where foods come from. Discuss with the class who has tasted these foods. - Also discuss how foods change when they or heated and cooled. How does spaghetti or pasta change when heated? What happens to rice when it is cooked? What happens to jelly when cooled? Etc.. - Discuss with the children what makes a good friend? Is buying your friends lots of toys, being a good friend? Is doing everything your friend chooses, being a good friend? Is telling your friend lies ,being a good friend?	<u>Theme Related Texts</u> - The Snail and the Whale –Julia Donaldson - This is London – Miroslav Sasek - What the ladybird heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Artitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party –Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action hero –Eyls Dolan - The Lion Who wanted to Love - Giraffe can't dance - Pirates love underpants –Claire freedman <u>Stories from around the world</u> - Tiddalick –Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick/zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 <u>Nursery Rhymes</u> - A sailor went to sea - The owl and the Pussy Cat - Row Row Row your boat - Alice the Camel - London Bridge is falling down - One two buckle my shoe <u>Eid ul Fitr May 2.</u> - Rashid's Ramandan - Eid Ul Fitr – Lisa Bullard <u>Famous Person</u> - David Attenborough
<u>Managing Self</u>	<u>Managing Self</u>			
<u>Birth to five</u> - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination - Shows confidence in choosing resources and perseverance in carrying out a chosen activity - Eats a healthy range of foodstuffs and understands need for variety in food - Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures	- I can share interesting information about my friends. - I can talk about what might make people feel sad. - I know how to make someone feel better. - I can complete activities independently, choosing my own resources and not giving up when faced with a problem. - I can talk about different foods from around the world. - I can describe the texture and taste of some foods. - I can talk about how foods change when hot or cold.			
<u>Building Relationships</u>	<u>Building Relationships</u>	Key Vocabulary		
<u>Birth to Five</u> - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support - Is proactive in seeking adult support and able to articulate their wants and needs - Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	- I can listen to others and solve conflicts on my own or with adult help. - I can ask for adult support when I need it and I can explain the problem. - I know what makes a good friendship and how to be a good friend to others.	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator, - Visit to a local Mosque		
		Key Experiences		
		- Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries.		

Prime Area –Personal, Social and Emotional Development

SU2 –Fact or Fantasy?

EYFS (ELG) Self Regulation	Key Competencies	Key Questions	Suggested Activities	Key Texts
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	- I can talk about my feelings. - I can talk about my friends feelings. - I can change my behaviour when necessary. - I can plan what I aim to achieve. - I can wait for things I want. - I can listen and respond appropriately to the adults in reception. - I can follow a set of instructions. - I can follow the school rules in different situations.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Where dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	- Think about what it would be like to be a knight? Talk about feelings such as happy, scared, brave, fearless. Ask children when they have been brave? What does being brave mean? - Start a conversation about being a king or queen for the day. What would they do? would thy like to live in a castle? Would they have knights to fight dragons? - Encourage the children to work together as a team to transport a dragon egg (balloon filled with water) across the obstacle course in teams. Start at the woods and get the egg back to the nest. - Discuss senarios such as a dragon has captured a princess or prince. How do they feel? How can we solve the problem? - Using the egg in the outdoor area, share a letter from the dinosaurs mum explaining she has lost her egg. Discuss with the class how the mum is feeling and how they can care for the egg? - In groups can children create a large dinosaur model using recyclable materials or constructions toys? Can they decorate their model and find ways to work together towards a shared goal? - During circle time pass a dinosaur around encouraging children talk about their favourite dinosaur. Encourage them to express their feelings and consider the feelings of others.	Theme Related Texts - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ Nursery Rhymes - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/songs-and-rhymes/?page=2 Famous Places - Buckingham Palace - Windsor Castle - Dudley Castle
EYFS (ELG) Managing Self	Managing Self	Key Vocabulary		
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	- I am confident to try new activities independently. - I do not give up when I am faced with a problem. - I know why we need rules at home and school. - I know right and wrong behaviour. - I can talk about healthy foods. - I can talk about the importance of exercise. - I can manage my own personal hygiene.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon, brave, fearless, - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch		
EYFS (ELG) Building Relationships	Building Relationships	Key Experiences		
- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs.	- I can work and play co-operatively with others. - I can take turns when play group games. - I have made friends in school. - I enjoy working with my teachers. - I know how other people feel and how to help them.	- Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

Reception

Physical Development

Statutory Guidance: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Prime Area – Physical Development

AT1 – All about me (Dance and Listening skills)

<u>(non-stat guide) Gross Motor Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor . - Further develop the skills they need to manage the school day successfully: Lining up and queuing, mealtimes. Birth to Five - Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. - Can mirror the playful actions or movements of another adult or child	- I can demonstrate how to roll, crawl walk, jump, run, hop, skip and climb. - I can use a range of movements with ease. - I have good posture when sitting at the table or on the floor. - I am learning special skills I need to manage my day at school successfully, e.g. lining up and queuing for my dinner. - I can take my own coat on and off and hang it up with support. - I can take my own jumper, socks and shoes off for PE with support. - I can climb using alternate feet. - I can negotiate steps and stairs - I can copy the actions of others. - I can move in time with the music.	- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?	Hall Activities – Dance - Use a variety of wake up shake up style videos for children to dance along to in the hall. (sporticus, shake sillies out, Debbie doo) https://www.youtube.com/watch?v=NwT5oX_mqS0, https://www.youtube.com/watch?v=EiMUJkCWDKY https://www.youtube.com/watch?v=hg3XEEIf4E - As a class create your own class dance using own song choice and movement ideas from the children. Outdoor Activities – Listening Games - Play parachute games related to the all about me theme. If you have a dog swap places, if you have brown hair swap places etc.. - Nominate a play leader to model the action cards and the others have to copy. - Teach children playground games to play with new friends. What's the time Mr wolf? Farmer in his den, duck duck goose, stuck in the mud, hokey cokey etc.. Classroom Activities - Teach children how to support each other with removing jumpers, socks, coats and putting them back on. Kinetic handwriting – refer to correct working positions either on the floor or at the table. Pages 2:14 – 2:2 and “Making Bodies Stronger” pages 2.6 – 2.10 Fine Motor Activities - Provide children with lots of opportunities to trace pictures, shapes and patterns using felts, whiteboard markers, chalks, paintbrushes, pencils. - Draw a selection of different family faces on the ground in chalk. Ask the children to copy the chalk faces, creating their own family and friends. - Drawing and painting activities where children copy the adults movements help develop mark making techniques - Provide children with the opportunity to explore what their hands can do. Provide a range of threading, rolling, sewing, hammering and twisting activities. Kinetic handwriting – refer to pages 2:10 – 2:13 regarding hand and finger strength activities. Kinetic handwriting – refer to pages 4.6 – 4:25 regarding how to teach the correct pencil grip. - Provide children with plastic knives, forks and spoons to chop up playdough. This will support them to be able to use cutlery in the dinner hall.	Traditional Texts - The Three Little Pigs - Red Riding Hood Autumn Texts - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner Harvest Festival - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarcrow Family Diversity - So much – Trish Cooke - Whoever you are- Mem Fox. - My daddies – Gareth Peter and Garry Parsons - Love makes a family – Sophie Beer - Two Homes – Clare Masrueel and Kady McDonald Stories with a familiar setting - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr Nursery Rhymes - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby - This little piggy went to market
<u>(non-stat guide) Fine Motor Skills</u>	Key Competencies	Key Vocabulary	Fine Motor Activities - Provide children with lots of opportunities to trace pictures, shapes and patterns using felts, whiteboard markers, chalks, paintbrushes, pencils. - Draw a selection of different family faces on the ground in chalk. Ask the children to copy the chalk faces, creating their own family and friends. - Drawing and painting activities where children copy the adults movements help develop mark making techniques - Provide children with the opportunity to explore what their hands can do. Provide a range of threading, rolling, sewing, hammering and twisting activities. Kinetic handwriting – refer to pages 2:10 – 2:13 regarding hand and finger strength activities. Kinetic handwriting – refer to pages 4.6 – 4:25 regarding how to teach the correct pencil grip. - Provide children with plastic knives, forks and spoons to chop up playdough. This will support them to be able to use cutlery in the dinner hall.	
Development Matters - Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Birth to Five - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons - Shows a preference for a dominant hand	- I have begun to use a range of tools such as pencils for drawing, paintbrushes, scissors, knives, forks and spoons. - I can use one handed tools with increasing independence. - I can hold my pencil using a pincer grip. - I can draw simple shapes with increasing accuracy. - I can trace large and small patterns. - I know which hand I prefer to use when painting, drawing and cutting. - I can draw simple shapes.	- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank		
		Key Experiences		
		- Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.		

Prime Area – Physical Development

AT2 –People who help us (Gym Indoor/Outdoor Apparatus)

(non-stat guide) Gross Motor Skills	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Progress towards a more fluent style of moving, with developing grace and control. - Combine different movements with ease and fluency. Birth to Five - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance - Travels with confidence and skill around, under, over and through balancing and climbing equipment - Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	- I can move with increasing control and grace. - I can respond quickly to changes of speed and direction to avoid obstacles. - I can squat down and rise back up with balance. - I can climb on and off equipment, using my arms and body to land safely. - I can travel with confidence and skill, around, under and through balancing and climbing equipment. - I can take my own jumper, socks and shoes off for PE, independently. - I can take my own coat on and off and hang it up independently. - I can use anti clockwise movements when I move.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children's hospital.</u> - What is road safety week? - How can we be safe pedestrians?	Hall Activities - Set up small apparatus stations in the hall including balance beams, gym tables, ladders, tunnels etc.. Model to children how to move along, under, over, through the equipment safely. Also model how to land safely, landing on two feet using arms for balance. Model how to take turns. Rotate the children around the stations. - Once children become more confident at using the apparatus. Use the PE session as a role play. Set up a police agility training course or a police dog course. - Play the People Who Help Us flash card game. Show the children a card and they have to perform a movement that links to the person on the card, ie builder, life guard, police, fireman, teacher. Outdoor Activities - Create a role play game in the outdoor area. Children have a bike and have to pedal around the streets and obstacles delivering post to peoples houses. Use the outdoor space, playgrounds etc.. - Draw chalk fires on surfaces in the outdoor area. Provide children with hoses, sprayers, rope ladders from the PE equipment to put of the fires as firefighters. - Create an obstacle course for Firemen to complete their fire training on. Provide benches to balance on/walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over etc.. - Role play paramedic/ doctors/nurses/mechanics where children have to use the wheeled resources ie skateboards, wheel barrows, bikes as stretchers or ambulances. Negotiating routes around the hospital or on the way to the hospital. Fine Motor Activities - Continue to develop children's ability to trace patterns, shapes and pictures. - Continue to develop pencil grip - Provide children with lots of opportunities to trace pictures, shapes and patterns using felts, whiteboard markers, chalks, paintbrushes, pencils. - Develop ability to hold and use scissors properly. Provide a range of materials to cut. Provide a variety of paper shapes. Kinetic Handwriting – teach large movements “The Six Letter Parts” pages 3.8 – 3.17 It is important for children to learn these large movements in preparation for writing letter families.	Traditional Texts - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/evfs-listen-and-play-elves-and-the-shoemakers/zm2g92p - Cinderella <u>linked to Anti Bullying week</u> Theme related texts. - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson Diwali Related Text - Diwali –Ajanta Chakraborty - Online -Rama and Sita story. Bonfire Night - Remember, Remember the 5th of November –Deborah Webb. - Online poems related to fireworks. Christmas Theme - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. Nursery Rhymes - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly Famous Person - Florence Nightingale
(non-stat guide) Fine Motor Skills	Key Competencies	Key Vocabulary		
Development Matters - Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Birth to Five - Creates lines and circles pivoting from the shoulder and elbow (scissors) - Uses simple tools to effect changes to materials - Begins to use anticlockwise movement and retrace vertical lines	- I can use one handed tools such as paintbrushes and scissors. . - I can control my pencil using a pincer grip. - I can trace more detailed patterns using a pencil. - I can copy patterns using a pencil. - I can draw shapes more detailed shapes. - I can use scissors with increasing independence. - I can use anti clockwise movements when I draw. - I can retrace vertical lines.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water pose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u> Key Experiences - Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Divali. - Visit to the local church links Christmas. - Road safety week walk around local area.		

Prime Area – Physical Development

SP1 –Keeping Healthy (mentally and physically)

(Outdoor Apparatus/Athletic Races)

<u>(non-stat guide) Gross Motor Skills</u>	<u>Key Competencies</u>	<u>Key Questions</u>	<u>Suggested Activities</u>	<u>Key Texts</u>
Development Matters - Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gym, sports and swimming. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Birth to Five - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles - Observes and can describe in words or actions the effects of physical activity on their bodies. - Observes and controls breath, able to take deep breaths, scrunching and releasing the breath	- I have body strength, co-ordination and balance to engage in future PE and physical disciplines like dancing, swimming, and gymnastics. - I am confident using a range of large and small equipment safely indoors and outdoors alone and in a group. - I can jump off an object and land appropriately. - I can travel around, under, over and through equipment. - I can negotiate space, speed and direction when playing chasing games with others. - I can describe the effects exercise has on my body. - I can control my breath during exercise. - I can take turns when competing in PE activities. - I understand the emotions of winning and losing.	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics? - What is the para Olympics?	Hall Activities - In this term children are now encouraged to bring their PE kits. During these indoor lessons it is important to teach children how to dress and underdress independently. Time and patience needs to be spent during each lesson praising and encouraging children with these self help skills, as this may be their first experience of doing this alone. - Set up a variety of relay races in teams. Use hoops, beanbags, batons, balloons. Challenge children to race against each other teams. Discuss how teams train together to become fitter and to compete. Discuss world records and how people try to beat their own time record. - Discuss the effects of exercise on the body. - Discuss the feelings of winning and losing. Outdoor Activities - Create a tooth fairy hunt around the outdoor area. Use clues and pictures to find a present the fairy may have left. Encourage children to climb under, over, across and through a range of equipment to find the clues. - Play racing games where children have to race to the happy or sad teeth picture and place the correct food on to it. - Can children use pedometers to record how many steps they complete in a certain time? - Can we use egg timers to record the number of jumps, bounces, hops within one minute? - Complete the half a mile challenge by measuring the outdoor area and calculating how many laps children need to ride around it or walk around it to complete the challenge. Fine Motor Activities - Provide white board laminated mouth with black teeth coloured in. Show the children how to brush the black off the teeth. - Encourage children to trace and copy write their names on a daily basis. Kinetic handwriting - teach letter families, Jumper, Abracadabra, Abracadabra and Squirter and window cleaner. Pages 3.23 – 3.30 - Continue to provide fine motor activities using pegs, playdough, tweezers etc,, linked to books and themes.	Traditional Stories - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise Theme related texts - Eat you greens Goldilocks- Steve Smallman - The Fabulous Fosket Family Circus – Quentin Blake. - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing - Steve Anthony - What happened to you? James Catchpole and Karen George PSED Stories - The Dot –Peter Reynolds - The Squirrels who Squabbled –Rachel Bright. Chinese New Year - The Runaway Pot - The Great Race - Busy Chinese New Year –Campbell books Nursery Rhymes - Five current buns - The Muffin Man - Ten Fat Sausages - Pat-a-cake - If you are happy and you know it. - Brush, brush, brush your teeth - Teddy Bear Teddy Bear - Ten in a bed - Sing a song of six pence
<u>(non-stat guide) Fine Motor Skills</u>	<u>Key Competencies</u>	<u>Key Vocabulary</u>		
Birth to Five Matters - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Begins to form recognisable letters independently	- I can copy some letter shapes accurately and independently - I can write my first name, forming the letters correctly. - I can handle tools with increasing dexterity. - I can control and manipulate tools safely.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
		<u>Key Experiences</u>		
		- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		

Prime Area – Physical Development

SP2 –Growing (Games Skills)

<u>(non-stat guide) Gross Motor Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Further develop a range of ball skills including throwing, batting, catching, kicking, passing, batting and aiming. Birth to Five - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	- I can hold a bat correctly and bat a ball to my friend. - I know how to use a bat safely. - I can throw a ball, beanbag and scarf to my friend. - I can kick a ball to my friend and they can pass it back. - I can kick a ball into a goal. - I can aim a ball, beanbag, quoit into a goal. - I can throw or roll using an underarm technique. - I throw over a longer distance using an overarm throw. - I can cup my hands and catch a ball, beanbag or scarf from a short distance.	- How have I changed from a baby to Reception? - What can I do now I couldn't do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	Hall Activities - Move like mini beasts. Look at a range of mini beasts and how they move. Create a sequence of mini beast movements for a dance. Use visual pictures to support movements. - Teach children how to pass a range of equipment to each other, either by kicking or throwing, Teach children how to cup hands, use eye-hand coordination as well as standing a suitable distance from each other. Teacher children how to stop and kick the ball to a friend. - Aiming Games – provide children with a range of equipment such as small, large balls, quoits , beanbags etc.. Provide a range of targets such as hoops, goals, buckets, basketball hoops. Targets should be set at a range of different levels and distances to help children achieve hitting their target. They can achieve this target through kicking or throwing. The target may be spiders web or a frogs mouth. Outdoor Activities - Create a mini beast “bug Olympics”. Provide tunnels to crawl through, platforms to jump off, floor ladders to tiptoe through. Children would wear mini beast hats whilst moving like mini beasts. - Use water squinters to aim at targets draw in chalk on the fence or blackboards. - Teach children how to dribble the balls using foot control. Teach them how to aim into a goal. - Teach children how to use a range of different bats safely. Ie checking no one is behind before swinging them. Expose children to Cricket, tennis, badminton rackets and the games they are used in. Fine Motor Activities - Provide a sensory experience by creating red worms using spaghetti and food colouring. Create mud using cocoa powder and water. Children have to use tweezers to pick out the worms. - Create mini beast models using clay or playdough. Develop language such as pinch, sculpt and mould and use specific tools to create designs. Kinetic handwriting - teach letter families, fisher, jumper and slider .Pages 3.30- 3.33	Traditional Stories - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f Theme related texts - The Bad Tempered Ladybird – Eric Carle - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson Spring Related text - Harry’s Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story Nursery Rhymes - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme
<u>(non-stat guide) Fine Motor Skills</u>	Key Competencies	Key Vocabulary		
Birth to Five Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	- I can write 26 letters of the alphabet with increasing accuracy - I am beginning to keep my writing on the line. - I am beginning to write my letters in a uniform size. - I can trace words and copy write them underneath.	- Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress.		
		Key Experiences		
		- Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..		

Prime Area – Physical Development

SU1 –Around the World (Team Games and Dance)

EYFS (non-stat guide) <u>Gross Motor Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop overall body strength, balance, co-ordination and agility. Birth to Five - Can initiate and describe playful actions or movements for other children to mirror and follow	- I am developing confidence, precision and accuracy in throwing, catching, passing, batting, kicking and aiming balls. - I can play a ball game with a friend. - I can play a ball game with a small team of 3-4 children. - I can pass the ball co-operatively to others. - I understand the emotions of winning and losing. - I can create movements that link to a theme. - I can link three movements into a sequence. - I can move inline with the music. - I can move in response to different styles of music from around the world. - I can copy or mirror other peoples movements.	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	Hall Activities - Talk about dances they maybe familiar with. Do any children attend dance classes? Ballet. Ballroom ,Contemporary, Hip Hop. jazz. Tap Dance. Folk Dance. Irish Dance. Explore some of the movements these dances incorporate. - Encourage children to join in with different traditional dances from around the world. Suggestions such as: - Twinkl “Get Moving with Bollywood” lessons 1-3 - Twinkl “Get moving with Bhangra” lessons 1-3 - The Samba of Brazil. - The Flamenco of Spain. - The Dragon Dance of China. - The Viennese Waltz of Austria. - Hopak — Kiev, Ukraine. - Adumu “Aigus” — Kenya and Tanzania. - The Haka of New Zealand. - Create a class dance based on one of the examples above, linking movements. Outdoor Activities – The Olympics - Introduce children to the Olympic games (winter ,summer, para olympics) Explain the games consist of athletes being part of a team that represents their country. Divide the classes into countries. Set up a range of activities where children play games against each other from different classes, for example mini football scoring activities, tennis activities, basketball activities etc.. The scores can be collected across the unit to find out who is the winning country. Fine Motor Activities - Provide beads and pipe cleaners in the Olympics colours to create the Olympic rings. - Use chalks, paintbrushes, felts to create flags and Olympics rings both an large and small scales. Kinetic Handwriting - Introduce children to upper case letters (capitals) P3.34 – 3.40	Theme Related Texts - The Snail and the Whale –Julia Donaldson - This is London – Miroslav Sasek - What the ladybird heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Artitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party –Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action hero –Eyls Dolan - The Lion Who wanted to Love - Giraffe can’t dance - Pirates love underpants –Claire freedman Stories from around the world - Tiddalick –Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick/zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 Nursery Rhymes - A sailor went to sea - The owl and the Pussy Cat - Row Row Row your boat - Alice the Camel - London Bridge is falling down - One two buckle my shoe Eid ul Fitr May 2. - Rashid’s Ramandan - Eid Ul Fitr – Lisa Bullard Famous Person - David Attenborough
(non-stat guide) <u>Fine Motor Skills</u>	Key Competencies	Key Vocabulary	Suggested Activities	Key Texts
Development Matters Develop the foundations of a handwriting style which is fast, accurate and efficient.	- I am learning how to develop a handwriting style which is fast, accurate and efficient. At this stage getting the process right is more important than how neat it looks. - I can write words and sentences, forming my letters correctly. - I am beginning to keep my writing on the line. - I am beginning to write my letters in a uniform size.	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator, Key Experiences - Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries. - Visit to a local Mosque		

Prime Area –Physical Development

SU2 –Fact or Fantasy? (Gym and Athletics)

EYFS(ELG) <u>Gross Motor Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
- Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	- I can move over, under, along small and large apparatus safely. - I can move around the hall space, outdoor area and playgrounds without bumping into my friends. - I can demonstrate my balancing skills. - I can demonstrate strength when playing. - I can demonstrate co-ordination when playing and during PE lessons. - I can move in a variety of ways including hopping, skipping, jumping and climbing etc.. - I can link my movements together in a sequence.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Where dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	Hall Activities - Play a dinosaur movement game, exploring different ways of moving and combining different movements. Invite children to create a movement for each dinosaur and then perform their sequence of movements. - Set up some climbing equipment, stepping stones, mats, benches and obstacles for crawling through, such as tunnels or large boxes. Tell the children that they are going to pretend to be dinosaur explorers searching for dinosaurs as they move around the equipment. Encourage them to use different ways of moving across the different apparatus. Attach these Large Dinosaur Cut-Outs along the route for the explorers to spot as they move. - Play a movement and directions game with the children. Encourage the children to pretend that they are knights and have to follow the king’s/queen’s (initially an adult) instructions! Give instructions, such as march forwards, take 2 steps backwards, turn around, etc. and encourage children to follow them. Outdoor Activities - Set up an obstacle course for the knight to get to the princess. There could be benches to travel over, poles to crawl under and spots to jump over. Can they reach the princess and rescue her? - Place the Dinosaur Footprints around outside and encourage children to practise jumping, stomping and hopping. - Plastic archery game, sports day prep. Fine motor Activities: - Provide children with playdough and clay to create 3d dinosaur models. Use natural resources for children to decorate their models. Kinetic Handwriting - Introduce children to upper case letters (capitals) P3.34 – 3.40	Theme Related Texts - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ Nursery Rhymes - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/song-s-and-rhymes/?page=2 Famous Places - Buckingham Palace - Windsor Castle - Dudley Castle
EYFS (ELG) <u>Fine Motor Skills</u>	Key Competencies	Key Vocabulary		
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.	- I can hold my pencil correctly, using a tripod grip. - I can write words and simple sentences, forming my letters correctly. - I can keep my letters the same size. - I can write my sentences on a line. - I can draw pictures with increasing detail and skill, so other people can recognise what I have drawn. - I can use paintbrushes, scissors and cutlery independently.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon, brave, fearless - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch Key Experiences - Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

Reception

Literacy Development

Statutory Guidance: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Specific Area – Literacy Development

AT1 – All about me

<u>(non-stat guide) Reading Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters: - Read individual letters by saying the sounds for them. Birth to Five - Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Knows that print carries meaning and, in English, is read from left to right and top to bottom - Recognises familiar words and signs such as own name, advertising logos and screen icons - Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example - Shows interest in illustrations and words in print and digital books and words in the environment - Begins to develop phonological and phonemic awareness – Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	- I can hear and say initial sounds in words. - I can link graphemes to phonemes. - I can read individual letters by saying the sounds for them - I can listen to stories and poems - I can read from left to right and top to bottom. - I can recognise familiar words and signs. - I can read my family names. - I am interested in pictures, words and books in the environment. - I know that some words sound the same - I can copy a simple rhythm. - I can keep in time to a beat. - I know the names and sounds of letters of the alphabet.	- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Focus on familiar stories that children know and have enjoyed at home. Ask children to bring in their favourite story to share with the class during every day a story time. - Provide children with a range of family words and photos in frames. Ask them to read the words and match them to the photos. Extend children to reading simple sentences, this is my mum, this is my dad, this is my sister. - Ask each child to paint a self portrait. Provide simple sentences for children to match a description of what they look like. I have blue eyes, I have brown hair, I have long hair, I have glasses etc.. - Play the game “Guess who” by reading simple sentences about children in the class. He has blue eyes, he has brown hair, he likes playing football etc.. - Provide children with emotion fans or cards with the written vocab or sentences underneath. I feel sad, I feel happy. Show the children pictures of events and ask them to respond with the emotion card. Writing Activities - Create a personalised book for each child out of sugar paper throughout the half term project. Children can build their own “all about me book”. Page one can be pictures of themselves and what they look like, the second page can be this is my family, third page these are things I like to do and these are foods I like to eat. This could embrace a piece of work from home as well. - Children love to type on the keyboard and this helps them to develop phonics and reading skills. On PowerPoint provide pictures linked to the autumn. Discuss what the pictures are, leaves, acorn, conkers etc.. Provide children with word cards with pictures to support and ask them to copy the letters from the word cards onto the computer. This will help them to match capital letters to lower case letters.	Traditional Texts - The Three Little Pigs - Red Riding Hood Autumn Texts - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner Harvest Festival - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarecrow Family Diversity - So much – Trish Cooke - Whoever you are- Mem Fox. - My daddies – Gareth Peter and Garry Parsons - Love makes a family – Sophie Beer - Two Homes – Clare Masrueel and Kady McDonald Stories with a familiar setting - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr Nursery Rhymes - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby - This little piggy went to market
<u>(non-stat guide)Writing Skills</u>	Key Competencies	Key Vocabulary		
Development Matters - Write some letters accurately. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Birth to Five - Makes up stories, play scenarios, and drawings in response to experiences, such as outings - Sometimes gives meaning to their drawings and paintings - Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right	- I can write some familiar letters properly. - I can use some letter shapes when I am play writing. - I can mark make in relation to stories I have heard, places I have visited and experiences I have had. - I can comment on the marks I make. - I can use shapes, symbols and lines to write across the page like my teacher does.	- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank Key Experiences - Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.		

Specific Area – Literacy Development

AT2 –People who help us

(non-stat guide) Reading Skills	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. - Read a few common exception words matched to the school’s phonic programme. Birth to Five - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) - Handles books and touch screen technology carefully and the correct way up with growing competence - Re-enacts and reinvents stories they have heard in their play - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	- I can segment sounds in simple words and blend them together. - I can blend sounds into words. This helps me to read short words made up of know letter-sound correspondences. (h-a-t) - I can read a few common exception words. - I know signs and symbols around the environment have special meanings. - I can hold a book correctly and turn the page. - I can turn the pages on an eBook. - I can act out a story I know with my friends or with props such as puppets. - I use pens, labels, signs envelopes from the writing area to support my play.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children’s hospital.</u> - What is road safety week? - How can we be safe pedestrians?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Match the simple sentences to person that helps them. I have a cut on my knee – nurse, She helps me cross the road – traffic warden. - Read simple instructions about how to make a fireman craft helmet or a police helmet out of a paper plate. - Look at environmental signs linked to various jobs. Focus on print in school, what does it mean and why is it there? Look at print in the community, what does it mean and why is it there? Road signs, traffic signs, water signs, - Explain to the children the difference between fiction and non fiction texts and how they are read. Writing Activities - Provide the children with people who help us pictures. Use some real photos as well as cartoon type images. Model how to write captions for the doctor, nurse, fireman. - Create fire engine models out of junk and label the different parts of the fire engine, ladders, hose, siren. - Create a thank you card for someone who has helped you. - Use the photo pack of people who help us to write simple questions about people’s jobs. Stick the children’s questions around the pictures and read the questions as a class. Together discuss the answers. Use the fantastic lenses to support this. - Create a list of questions for children to ask the head teacher or caretaker about their jobs in a school. Hot seat the staff, encouraging children to read their questions to an audience. - Complete an acrostic poem using the word firework. Use vocab to describe the sounds fireworks make.	Traditional Texts - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-elves-and-the-shoemakers/zm2q92p - Cinderella <u>linked to Anti Bullying week</u> Theme related texts. - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson Diwali Related Text - Diwali –Ajanta Chakraborty - Online -Rama and Sita story.
(non-stat guide) Writing Skills	Key Competencies	Key Vocabulary		
Development Matters - Spell words by identifying the sounds and then writing the sound with letter/s. - Write some or all of their name. Birth to Five - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves - Includes mark making and early writing in their play - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	- I can write the first sound of each word in my sentence. - I can spell words by identifying the sounds. - I can write the sounds with letters. - I can write my first name. - I can comment on marks I see in familiar places. - I can give meanings to marks that I make. - I can use writing in my play. - I am beginning to write both of my names using lines, circles and letter type shapes. - I can identify familiar letters on a keyboard and I am beginning to type simple words and my name.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water pose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u> Key Experiences - Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Diwali. - Visit to the local church links Christmas. - Road safety week walk around local area.		Bonfire Night - Remember, Remember the 5th of November –Deborah Webb. - Online poems related to fireworks. Christmas Theme - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. Nursery Rhymes - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly Famous Person - Florence Nightingale

Specific Area – Literacy Development

SP1 –Keeping Healthy (mentally and physically)

<u>(non-stat guide) Reading Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Read some letter groups that each represent one sound and say sounds for them. Birth to Five - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Talks about events and principal characters in stories and suggests how the story might end - Is able to recall and discuss stories or information that has been read to them, or they have read themselves - Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee	- I can read some digraphs and the sounds they make. - I can join in with stories and poems. - I can talk about the beginning, middle and end of the story. - I can talk about the characters in the story. - I can talk about the information I have read or listened to. - I can recognise some words start with the same sound. - I can make a set of rhyming words. - I can read some letter groups such as th, she, ee and say the sounds for them	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Read a letter from the tooth fairy congratulating the children for being brilliant and brushing their teeth so well. - Create the Olympic reading challenge. Place five texts in the rings, can children find them in the book corner and read them? - Play a healthy food bingo game to help broaden children’s vocabulary related to healthy foods. - Read a variety of instructions related to weekly DT food lessons. How to make a fruit salad, how to make a healthy sandwich, etc.. - Provide children with a laminated mouth picture with healthy and unhealthy foods and words on the teeth. Ask children to use a tooth brush to rub off the unhealthy words. - Use the Joe Wicks PowerPoint and information posters to read information about the importance of exercise and keeping healthy. - Ask children to read the movement cards for other to complete, jog on the spot, five star jumps etc.. Writing Activities - Write a letter to the tooth fairy explaining how the tooth fell out and how children have been looking after their teeth. - Provide children with PE certificates to write for a friend in the class. Why do they deserve a medal and certificate? - Draw and label a healthy lunchbox or plate. Or cut out pictures of health foods and label them. - Set up a food journal for children to complete at home with their parents for the week. Children can talk about the food they have eaten to the class.	Traditional Stories - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise Theme related texts - Eat you greens Goldilocks- Steve Smallman - The Fabulous Fosket Family Circus – Quentin Blake. - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing - Steve Anthony - What happened to you? James Catchpole and Karen George PSED Stories - The Dot –Peter Reynolds - The Squirrels who Squabbled –Rachel Bright. Chinese New Year - The Runaway Pot - The Great Race - Busy Chinese New Year –Campbell books Nursery Rhymes - Five current buns - The Muffin Man - Ten Fat Sausages - Pat-a-cake - If you are happy and you know it. - Brush, brush, brush your teeth - Teddy Bear Teddy Bear - Ten in a bed - Sing a song of six pence
<u>(non-stat guide) Writing Skills</u>	Key Competencies	Key Vocabulary		
Development Matters - Spell words by identifying the sounds and then writing the sound with letter/s. Birth to Five Matters - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name	- I can write the sounds in simple words. - I can segment and blend sounds in sequence, as I write simple words. - I can write a letter shape in response to its sound or name. - I can use my phonics skills when I am writing words and phrases. - I can write a rhyming string, cat, sat, mat.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
		Key Experiences		
		- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		

Specific Area – Literacy Development

SP2 –Growing

(non-stat guide) Reading Skills	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Birth to Five - Begins to be aware of the way stories are structured, and to tell own stories - Looks at and enjoys print and digital books independently - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps - Enjoys an increasing range of print and digital books, both fiction and non-fiction - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	- I can read simple words and sentences. - I can read simple phrases and sentences that are made up of familiar letter-sound correspondences. - I can talk about the sequence of the story. - I can make up my own endings to stories. - I enjoy looking at books in the book corner and school library. - I can use school reading apps and websites with increasing independence. - I enjoy reading fiction and non fiction books. - I can read some common exception words such as do , said.	- How have I changed from a baby to Reception? - What can I do now I couldn't do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Reading instructions about how to grow vegetables in the reception green house - Read a variety of poems related to mini beasts, creating a class book of favourite selections. - Read simple sentences related to the beginning, middle and end of the “Jack and the Beanstalk story” Sequence sentences to match pictures. - Use espresso to find information about mini beasts. Read as a class, in family groups and encourage parents and children to log on to espresso from home. Encourage shared reading and model how to find specific information in non fiction texts. - Read the labels and match them to the pictures of different stages of human growth, baby, toddler, child, teenager, adult, elderly. - Read a simple mini beast description and guess which animal it is.	Traditional Stories - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f Theme related texts - The Bad Tempered Ladybird – Eric Carle - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson
(non-stat guide) Writing Skills	Key Competencies	Key Vocabulary		
Development Matters - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. Birth to Five - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	- I can write short sentences with words when I know the sound-letter correspondences. - I can use capital letters and full stops. - I can break my sentence into individual words so I can write it down. - I can re-read what I have written. - I can explain what I have written, draw, typed etc.. - I can say my sentence out loud and then write it down using my phonics knowledge. - I can write labels, captions and short sentences using my phonics knowledge.	- Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress. Key Experiences - Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..	Writing Activities - Children to create their own seed packets for a vegetable with instructions on the back. - Use selected poems about mini beasts to change certain words and phrases to create own poems. - Complete a concrete poem (shape poem) in the shape of a mini beast, using words to describe what he looks like and how he moves. - Ask children to write a different ending to “The enormous turnip” story. What can they pull up instead? A carrot? A potato? Links to growing vegetables. - Write the sequence of the life cycle of a butterfly.	Spring Related text - Harry’s Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story Nursery Rhymes - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme

Specific Area – Literacy Development

SU1 –Around the World

EYFS (non-stat guide) <u>Reading Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Development Matters - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Birth to Five - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading - Describes main story settings, events and principal characters in increasing detail - Knows that information can be retrieved from books, computers and mobile digital devices - Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	- I re-read books at home and in school. I am building my confidence in word reading and my fluency. I am understanding and enjoying these books. - I can use the vocab I have learnt in books when I am talking and playing. - I can talk about settings, events and characters. - I can use books and computers to widen my knowledge. - I enjoy reading books more independently. I can read real books that are familiar to me and I can use phonics skills when looking at books that are new to me.	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Using the viewpoint of the journey of a banana into Britain, order the pictures and the simple sentences in pairs. - Look at the Dudley Zoo website. Go to the our animals section and read facts about the animals from around the world. Look at the live webcams to gain children's interest. - Sammy the seagull has flown all over the country and seen many things. Read the simple statements about what he saw in the city, countryside and seaside. I can see the sea. I can see the cliffs, I can see the fields, I can see the cows, I can see lots of buildings. Sort the statements into the three categories. - Using role plays Chinese, Italian, Indian, English encourage children to read and create their own menus. Writing Activities - Model how to draw a map of the local area adding familiar places to the map such as merry hill, crystal swimming baths, Stourbridge town centre etc.. Show children how to label the map. Extend children to writing sentences about these places. For example “I go swimming at the crystal swimming baths.” - Using fantastic foundations provide children with a seaside picture. Using the lenses, as children what they can see, feel and hear. Using this discussion as children to create a postcard from the seaside. - Hide a mascot/toy in the classroom. Explain to the children a pirate has stolen it and he has left a letter for the class to read. Children create wanted posters to help find the pirate and toy. - Using the Dudley castle website can children write their own fact file for an animal they are interested in. Create a class animal book for the reading corner.	Theme Related Texts - The Snail and the Whale –Julia Donaldson - This is London – Miroslav Sasek - What the ladybird heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Artitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party –Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action hero –Eyls Dolan - The Lion Who wanted to Love - Giraffe can’t dance - Pirates love underpants –Claire freedman Stories from around the world - Tiddalick –Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick/zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 Nursery Rhymes - A sailor went to sea - The owl and the Pussy Cat - Row Row Row your boat - Alice the Camel - London Bridge is falling down - One two buckle my shoe Eid ul Fitr May 2. - Rashid’s Ramandan - Eid Ul Fitr – Lisa Bullard Famous Person - David Attenborough
(non-stat guide) <u>Writing Skills</u>	Key Competencies	Key Vocabulary		
Development Matters - Form lower-case and capital letters correctly - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. Birth to Five - Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats	- I can form lower case and capital letters correctly. - I can write simple sentences using my phonics skills and knowledge of key words. - I can re-read what I have written to check it makes sense. - I can write the same number of words on my paper as in my spoken sentence. - I can apply my writing skills to different purposes such as invites, cards, labels.	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator,		
		Key Experiences		
		- Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries. - Visit to a local Mosque		

Specific Area –Literacy Development

SU2 –Fact or Fantasy?

EYFS(ELG) <u>Reading Skills</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	- I can talk about what I have read. - I can describe the main events in simple stories I have read. - I can use different strategies to read and understand unfamiliar vocabulary. - I can use the new vocabulary I have learnt during discussions. - I can use my phonics knowledge to decode regular words. - I can read regular and irregular words with increasing accuracy. - I can blend phonemes together to read words. (initial sounds, digraphs, tri graphs, split digraphs) - I can read simple sentences.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Were dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	<i>Two daily sessions of “Little Wandle” phonics, plus three reading sessions matched to phonics with decodable books. Refer to “Little Wandle” scheme.</i> Reading Activities - Play the dinosaur game who am or simple sentence matching game (twinkl). Read three clues as a class or group and guess which dinosaur they are describing. - Create a dinosaur egg hunt around the outdoor area. In groups read the clues and find the dinosaur egg. - Place some magnetic letters that make a word inside some plastic eggs. Sit a dinosaur or dragon on top and ask children to open the eggs and help the dinosaur spell the words. - Model to the children how to navigate the Buckingham Palace website to find out about the Queens homes and Royal events. - Read an invitation to a Royal Wedding. Writing Activities - Can children label different parts of the dinosaur? Provide children with a selection of labels and pictures to support their reading skills. - Place the school dinosaur egg in the outdoor area all taped off. Place dinosaur footprints leading away from the egg. Ask children to write about the egg. What’s inside? When will it hatch? - Using the book Zog as a stimulus, write a potion to make the king better. - Draw and label the royal family tree. - Draw and label a castle with recently introduced new vocabulary from the topic. - Create a wanted poster for a dragon. - Create a menu for a Rpyal feast.	Theme Related Texts - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ Nursery Rhymes - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/song-s-and-rhymes/?page=2 Famous Places - Buckingham Palace - Windsor Castle - Dudley Castle
EYFS (ELG) <u>Writing Skills</u>	Key Competencies	Key Vocabulary		
Writing - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.	- I can spell phonetically. - I can spell common irregular words. - I can read my own writing. - I am learning to include a beginning, middle and writing. - I am learning to describe the plot and characters in my writing. - I am learning to use interesting and varied vocab in my writing.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon , brave, fearless - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch		
		Key Experiences		
		- Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

Reception

Understanding of the World

Statutory Guidance: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Specific Area – Understanding of the World

AT1 – All About Me

(Non Stat Guide) <u>Past and Present</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to Five</u> - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends - Completes a simple program on electronic devices <u>Development Matters</u> - Comment on images of familiar situations in the past.	- I can talk about important things that have happened to me. - I can talk about special events in my life for family and friends. - I can use a simple computer program. - I can talk about my family photos	- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?	Talk about feelings and how children feel starting school with new children and a new teacher. Discuss ways to feel better. Read a variety of books teaching children how to make friends with other people. Discuss routines and rules of the classroom both inside and outside. Talk about how to use equipment safely such as scissors and paintbrushes. Ask children to provide family photos to share and discuss during group time. Who do they live with? What do they like doing at home? What are their favourite toys and foods? Where have they been on holiday? Can children talk about birthdays? Do they know when their birthday is? What happens during birthday celebrations? (Kippers Birthday book). Encourage children to draw what they would see on the way to school. Create a map of their journey identifying things they might see. Place home at the start of the map and school at the end. Provide children with an aerial map of the school and local area. Can they identify the school, familiar roads, rivers, train stations, church, railway tracks? Identify special places they visit such as church, mosque or temple etc.. Discuss what happens when they visit special places. Discuss hobbies and groups children attend such as rainbows, scouts and sports clubs. Can they talk about what they do in these clubs. Do they attend with children from our school. Children may be in older classes. Look at the changes of autumn. Go on a sensory walk in the forest school and encourage children to bring in autumn items such as conkers, acorns, different coloured leaves, etc.... Discuss how the clock changes and the weather changes. Discuss the meaning of harvest and why we bring food to school for the harvest festival. Who does our food help?	<u>Traditional Texts</u> - The Three Little Pigs - Red Riding Hood <u>Autumn Texts</u> - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner <u>Harvest Festival</u> - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarcrow <u>Family Diversity</u> - So much – Trish Cooke - Whoever you are- Mem Fox. - My daddies – Gareth Peter and Garry Parsons - Love makes a family – Sophie Beer - Two Homes – Clare Masrue and Kady McDonald <u>Stories with a familiar setting</u> - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr <u>Nursery Rhymes</u> - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby - This little piggy went to market
<u>People, Culture and Communities</u>	Key Competencies	Key Vocabulary		
<u>Birth to Five</u> - Shows interest in the lives of people who are familiar to them - Enjoys joining in with family customs and routines - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family - Knows that other children do not always enjoy the same things, and is sensitive to this - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <u>Development Matters</u> - Talk about members of their immediate family and community - Name and describe people who are familiar to them.	- I can talk about people who are important in my life. - I can talk about family customs and routines. - I understand that some places are special to members of my community. - I understand people have different beliefs and celebrate special times in different ways. - I can ask questions about other people's experiences with sensitivity. - I can talk about how I am the same and different from others. - I can talk about people in my community. - I can describe people who are familiar to me.	- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank		
<u>The Natural World</u>	Key Competencies	Key Experiences		
<u>Birth to Five</u> - Looks closely at similarities, differences, patterns and change in nature <u>Development Matters</u> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them.	- I can talk about things that are the same and different in nature. - I can talk about patterns and change in nature. - I enjoy exploring the natural world. - I can talk about what I seem hear and feel whilst outside. - I can describe the changes in different seasons and the effect on the natural world.	- Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.		

Specific Area – Understanding of the World AT2 –People Who Help Us

Non Stat Guidance <u>Past and Present</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to Five</u> - Talks about past and present events in their own life and in the lives of family members - Knows that information can be retrieved from digital devices and the internet - Uses ICT hardware to interact with age appropriate computer software <u>Development Matters</u> - Comment on images of familiar situations in the past.	- I can talk about past and present events in my own life. - I can talk about past and present events in my families lives. - I know that we can use the internet and digital devices to find out information. - I can use programs such as espresso and purple mash with increasing independence. - I can talk about pictures of Bonfire night or people who help us.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children's hospital.</u> - What is road safety week? - How can we be safe pedestrians?	Identify people in school and what they do. Do they children know the cook? The caretaker? The head teacher? Etc.. Encourage children to talk about their parents occupations. Discuss what they do. If any parents are dentists, doctors, police or fireman, ask if they can come and talk to the class about their jobs. Play matching games, matching the equipment to the occupation. Fire hose to the fireman, handcuff to the police man etc.. Provide role play opportunities for children to dress up as fireman, police, doctors and act out real life situations. Encourage children to draw maps using chalk, felts and paint. Can they draw where the fire station is? Can they place a police station on the map? Provide children with materials to make lifeboats to text in the water trays. Which materials will float and which ones will sink? Read the story of Rama and Sita linked to Diwali. Discuss who celebrates Diwali and how this is celebrated. Encourage children and families to come into reception to talk about the celebration in their homes. Discuss Bonfire night and how it links to British history. Discuss the importance of keeping safe when watching fireworks. Use purple mash to create Bonfire pictures. Read the Christmas story and discuss who would celebrate Christmas at home. How is it celebrated in peoples houses? Is it always celebrated in the same way? How is it the same and different in peoples homes. Visit forest school and look at the changes from the autumn to the winter months. How has the weather changed? Talk about hibernation for the animals. Look at the changes to the trees and plants. Talk about road safety week and how to cross the roads safely especially during the dark months. When discussing doctors and hospitals, complete a charity day where children bring in a bandaged teddy to the setting.	<u>Traditional Texts</u> - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-elves-and-the-shoemakers/zm2q92p - Cinderella <u>linked to Anti Bullying week</u> <u>Theme related texts.</u> - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson <u>Diwali Related Text</u> - Diwali –Ajanta Chakraborty - Online -Rama and Sita story. <u>Bonfire Night</u> - Remember, Remember the 5th of November – Deborah Webb. - Online poems related to fireworks. <u>Christmas Theme</u> - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. <u>Nursery Rhymes</u> - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly <u>Famous Person</u> - Florence Nightingale
<u>People, Culture and Communities</u>	Key Competencies			
<u>Birth to Five</u> - Shows interest in different occupations and ways of life indoors and outdoors - Enjoys joining in with family customs and routines - Knows that other children do not always enjoy the same things, and is sensitive to this - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <u>Development Matters</u> - Talk about members of their immediate family and community - Name and describe people who are familiar to them.	- I can name and describe people that I have come across within my community such as hairdressers, police, nurses, doctors, and teachers. - I can talk about how people celebrate traditions differently. - I know that other people have likes and dislikes. - I can talk about how I am the same and different from others. - I can talk about how my family sometimes does things the same as other families and sometimes does things differently. - I can describe people who are familiar to me.			
<u>The Natural World</u>	Key Competencies	Key Vocabulary		
<u>Birth to Five</u> - Looks closely at similarities, differences, patterns and change in nature - Makes observations of animals and plants and explains why some things occur, and talks about changes <u>Development Matters</u> - Describe what they see, hear and feel whilst outside.	- I understand that seasons change and have an effect on the natural world. - I can make comments about animals and plants and explain why some things happen and why changes occur. - I can describe what I see, hear and feel when I am outdoors.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water pose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u>		
		Key Experiences		
		- Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Divali. - Visit to the local church links Christmas. <u>Road safety week</u> walk around local area.		

Specific Area – Understanding of the World SP1 –Keeping Healthy (mentally and physically)

(Non Stat Guidance) Past and Present	Key Competencies	Key Questions	Suggested Activities	Key Texts
Birth to Five - Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support - Shows an interest in technological toys with knobs or pulleys, real objects such as mobile phones and tablets - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet Development Matters - Compare and contrast characters from stories, including figures from the past.	- I can operate a range of simple technology. - I can talk about different technology is suitable for different purposes. - I can operate toys for a desired effect. - I can use or make a variety of different books that include flaps, moving characters and sound. - I can talk about how things work and what materials they are made of. For example a bike, skateboard, scooter, skipping rope, hoopla hoop, stilts. - I can talk about the past and present by comparing and contrasting characters from stories.	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics?	- Discuss with children what technology they use at home? Switch, iPad, computer etc.. Talk about how much time children spend using this technology? Is this healthy? - Identify items around the home that can be categorized as technology ie Alexa, phones, microwave, cookers, washing machines. - Identify toys that are technology, robots, remote control cars, beebots etc.. - Talk about how technology has changed, internet, computers. Talk about how toys have changed over time. What are the differences? Compare some old toys and new ones. - Look at a range of PD resources and discuss what they made of and how they work ie Bike, scooter, roller skates, skipping rope, hoopla, stilts. Design a sports kit. What sport will it be for? - Create a flip book to show the hare and the tortoise racing each other. - Can children make their own string puppet? Using a soft toy, children could attach strings to the legs, arms to make the toy move. Can they link this to retelling the story of the week? - Using the Gingerbread man create books for toddlers – feely books, flap books and moving part books. - Talk about the Chinese New Year story and its history. Look at the calendar and identify which years were the year of the ox, rabbit, snake etc... who was born in their families on this year? Compare life in another country to life in Britain. - Encourage children to make a list of the foods they like and dislike. Provide food tasting opportunities, guess the fruit or veg? - Provide cooking opportunities looking at how food changed when heated ie chocolate, popcorn etc.. - Create a healthy food plate, identifying a balanced meal or design a healthy lunchbox. - Look at the weather and discuss changes in the winter. Look at ice and how this can change with temp. Talk about keeping healthy by wearing warm clothes during cold weather. - Identify on maps where different foods come from.	Traditional Stories - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise Theme related texts - Eat you greens Goldilocks- Steve Smallman - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing – Steve Anthony - What happened to you? James Catchpole and Karen George
People, Culture and Communities	Key Competencies	Key Vocabulary		
Birth to Five - Knows that other children do not always enjoy the same things, and is sensitive to this - Shows interest in different occupations and ways of life indoors and outdoors Development Matters - Talk about members of their immediate family and community	- I can talk about foods that I like to eat. - I can talk about foods my friends like to eat. - I can talk about new foods I have seen, smelt or tasted. - I can talk about foods people eat during special occasions. - I can talk about foods that are healthy and unhealthy. - I know the importance of a balanced diet.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
The Natural World	Key Competencies	Key Experiences		
Birth to Five - Talks about why things happen and how things work - Makes observations of animals and plants and explains why some things occur, and talks about changes Development Matters - Recognise some similarities and differences between life in this country and life in other countries.	- I can talk about how things happen. - I can talk about why things work, - I can talk about the properties of different materials. - I can make sensible suggestions about what different materials might be used for. - I can make simple tests and draw simple conclusions.	- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		

PSED Stories

- The Dot –Peter Reynolds
- The Squirrels who Squabbled –Rachel Bright.

Chinese New Year

- The Runaway Pot
- The Great Race
- Busy Chinese New Year –Campbell books

Nursery Rhymes

- Five current buns
- The Muffin Man
- Ten Fat Sausages
- Pat-a-cake
- If you are happy and you know it.
- Brush, brush, brush your teeth
- Teddy Bear Teddy Bear
- Ten in a bed
- Sing a song of six pence

Specific Area – Understanding of the World SP2 –Growing

(Non Stat Guidance) <u>Past and Present</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to Five</u> - Knows that information can be retrieved from digital devices and the internet - Can create content such as a video recording, stories, and/or draw a picture on screen <u>Development Matters</u> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	- I can choose appropriate technology for a task. - I can use a range of simple computer programs - I can talk about images of familiar situations that happened in the past. - I can talk about the past and present by comparing characters from stories.	- How have I changed from a baby to Reception? - What can I do now I couldn't do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	- Plant a range of vegetables and plants with the children, discussing what they need to grow. Planting spring bulbs such as daffodils and tulips in hanging baskets and tyres in the outdoor area. - Set up a greenhouse where children can plant some vegetables like potatoes or carrots. Create gardening monitors to maintain the greenhouse each day. Identify how the plants grow and change over time. Can they be sold to parents in a veg shop in reception? - Create a sunflower seed competition that can extend to home. Who can grow the tallest sunflower? - Grow broad beans to link with Jack and the Beantalk. Soak the beans and them watch them sprout in a paper towel and plastic cup. Identify the different parts of the bean such as the roots and the beanstalk itself. - Look at the lifecycles of animals such as caterpillars, frogs, ducks and chickens. Talk about how they grow and change over time. Purchase the caterpillar nets and living eggs experience to provide first hand experiences for children. - Complete a nature walk around the local park looking for plants and animals. - Identify harmful effects on the environment such as dropping litter. Create litter pickers and posters to tidy the reception outdoor area. - Discuss ways of saving water such as creating rain buckets to water the plants rather than using the tap or hose pipes. - Recycling – talk about using refillable bottles and recycling plastic bags. Talk about the types of materials that are recycled in our homes. - Discuss the growth of a human from baby to adult using the book “Titch” as a stimulus. - Easter – discuss the holy week of Easter and the story. Identify how Easter is celebrated in different homes. - Create growth timelines to help children understand the past and present. Use calendars and days of the week to show children how change over time. Create simple growth animations to show how plants and animals grow.	<u>Traditional Stories</u> - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f <u>Theme related texts</u> - The Bad Tempered Ladybird – Eric Carle - The Cautious Caterpillar. - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson
<u>People, Culture and Communities</u>	Key Competencies	Key Vocabulary		
<u>Birth to Five</u> - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <u>Development Matters</u> - Name and describe people who are familiar to them.	- I can identify and talk about how my family sometimes does things the same as other families and sometimes does things differently. - I can talk about how people celebrate traditions differently. - I can talk about people who are important in my life.	- Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress.		
<u>The Natural World</u>	Key Competencies	Key Experiences		
<u>Birth to Five</u> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Talks about why things happen and how things work - Developing an understanding of growth, decay and changes over time - Shows care and concern for living things and the environment - Begin to understand the effect their behaviour can have on the environment - Talks about the features of their own immediate environment and how environments might vary from one another <u>Development Matters</u> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- I can describe the features of plants and animals. - I can answer how and why questions about plants and animals. - I can talk about the changes that happen to plants and animals. - I can recognise when and how things change over time. - I know how to look after the world around me. - I can talk about how people can protect and destroy the environment and living things. - I can notice and talk about features of the environment that are the same and different.. - I enjoy exploring the natural world. - I can describe how things grow. - I can talk about simple life cycles.	- Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..		<u>Spring Related text</u> - Harry's Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story <u>Nursery Rhymes</u> - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme

Specific Area – Understanding of the World SU1 –Around the World

Non Stat Guidance <u>Past and Present</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to Five</u> - Knows that information can be retrieved from digital devices and the internet - Develops digital literacy skills by being able to access, understand and interact with a range of technologies - Can use the internet with adult supervision to find and retrieve information of interest to them <u>Development Matters</u> - Comment on images of familiar situations in the past.	- I can use the internet to find out simple information. - I can select an appropriate application for a task when using a range of technology. - I can find information from the internet that I am interested in. - I can talk about images of familiar situations that happened in the past.	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	- Create maps of the local area using chalks and blocks in the outdoor area, using large scale paper within classrooms etc.. - Use the beebots to navigate around the local area maps. Identify places that are familiar to children such as the crystal leisure centre, merry hill, mary stevens park, Dudley zoo. - Use the internet to look at places within the local area to remind children about places they are familiar with. - Look at maps of the local area and identify rivers, train stations and roads so children develop the understanding of a key. - Create role play train stations or airports for children to discuss places to travel to. Use the wooden train and boat in the nursery garden for role play activities. - Talk about how to protect the local area discussing topics such as litter, graffiti and vandalism in our local parks. - Compare cities to a seaside resort or a countryside area. Use Sammy the seagull's ariel view over these places to discuss the similarities and differences between the places. - Identify on a world map places children have been on holiday. Using a large world map and photos from home pinpoint areas around the world children have travelled to. Who has travelled the furthest? Extend this to staff in school and ask them to discuss with the children what it was like to travel to these places? - Use photos to talk about holidays from the past. - Ask members of staff and the community to talk about special trips around the world they have been on. For example pilgrimages such as Hajj and to the Ganges. - Explore different foods, dress, music from different cultures and compare the similarities and differences to Great Britain. - Discuss traditional stories from around the world or stories with a different setting. For example Tiddalick, Stone Soup and Handa's Surprise. - Global warming – use espresso to explore the effects global warning is having on our weather. Identify how world leaders are trying to prevent global warming to save our planet.	<u>Theme Related Texts</u> - The Snail and the Whale –Julia Donaldson - This is London – Miroslav Sasek - What the ladybird heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Artitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party –Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action hero –Eyls Dolan - The Lion Who wanted to Love - Giraffe can't dance - Pirates love underpants –Claire freedman <u>Stories from around the world</u> - Tiddalick –Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick/zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 <u>Nursery Rhymes</u> - A sailor went to sea - The owl and the Pussy Cat - Row Row Row your boat - Alice the Camel - London Bridge is falling down - One two buckle my shoe <u>Eid ul Fitr May 2.</u> - Rashid's Ramandan - Eid Ul Fitr – Lisa Bullard <u>Famous Person</u> - David Attenborough
<u>People, Culture and Communities</u>	Key Competencies			
<u>Birth to Five</u> - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <u>Development Matters</u> - Talk about members of their immediate family and community	- I can talk about how my family does things that are the same as other families and different from others. - I understand that some places are special to members of my community.			
<u>The Natural World</u>	Key Competencies	Key Vocabulary		
<u>Birth to Five</u> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Shows care and concern for living things and the environment - Begin to understand the effect their behaviour can have on the environment - Knows about similarities and differences in relation to places, objects, materials and living things - Talks about the features of their own immediate environment and how environments might vary from one another <u>Development Matters</u> - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different from the one in which they live.	- I can look carefully at the world about me. - I can talk about the things I have noticed in the world around me. - I can ask questions and talk about the world around me - I can talk about how people protect and look after the local area. - I can notice and talk about the similarities and differences between places, objects, materials, plants and animals. - I can describe places I am familiar with. - I can talk about places that are similar and different. - I can draw information from a simple map. - I understand that there are similarities and differences between life in this country and life in other countries. - I know the local area I live in is different to other environments	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator, - Visit to a local Mosque	<u>Key Experiences</u> - Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries.	

Specific Area – Understanding of the World SU2 –Fact or Fantasy?

<u>EYFS (ELG) Past and Present</u>	<u>Key Competencies</u>	<u>Key Questions</u>	<u>Suggested Activities</u>	<u>Key Texts</u>
- Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling.	- I can talk about how people lived in the past and their roles in society. - I can talk about the differences between how we lived now and how it was in the past. - I can talk about the past using settings, characters, books and stories read in class.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Where dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	- Look online at various castles such as Buckingham Palace and Windsor Castle. Look at the Royal Family Tree and discuss the role on the British Monarchy. Discuss the timeline of the monarchy and create a family tree of their own. - Discuss books with castles and look at Dudley Castle. Identify when it was built and what the purpose of a castle was. - Create own castles using bricks, construction and junk boxes in the indoor and outdoor environments. Use stories such as Zog to role play and retell stories. - Read stories and non fiction books linked to dinosaurs. Discuss what fossils are and where to find them. Bury pretend bones (pasta) in the sandpit for children to excavate. Using natural materials from the outdoor area can children create a skeleton of a dinosaur? - To promote writing place the dinosaur egg in the outdoor area with tape around. Leave pretend footprints and ask the children what might be inside the egg? Where has it come from? - Sort the dinosaurs into different categories, which ones lived in water, on land, ate meat, ate plants etc... Look at their similarities and differences. - Discuss the importance of a museum. Why do we need them? What do they teach us? Look at local museums that children will be able to visit. Why is it importance to learn from the past? Look at famous museums such as the Natural History Museum. - Create a volcano experiment, teaching children about what life was like during the time of the dinosaurs. - Explore the word “extinction” what does this mean for dinosaurs? Why did it happen and how? Talk about animals today that are at risk of extinction. British endangered animals are types of bats, starlings, dormouse, newt etc.. Discuss why they are endangered and how we are protecting them. - Talk to children about Eid-Al Adha – big Eid. Talk about how it is celebrated by Muslim families and what happens during these special times.	<u>Theme Related Texts</u> - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ <u>Nursery Rhymes</u> - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/songs-and-rhymes/?page=2 <u>Famous Places</u> - Buckingham Palace - Windsor Castle - Dudley Castle
<u>EYFS (ELG) People, Culture and Communities</u>	<u>Key Competencies</u>	<u>Key Vocabulary</u>		
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	- I can describe places I am familiar with - I can talk about how places are the same and different. - I can talk about people’s likes, dislikes and strengths. - I can talk about people’s customs and traditions and explain why they are important to them.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon, brave, fearless, - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch		
<u>EYFS (ELG) The Natural World</u>	<u>Key Competencies</u>	<u>Key Experiences</u>		
- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- I can talk about the features of plants and animals. - I can answer how and why questions about plants and animals.. - I can talk about how people can protect and destroy the environment and living things. - I can talk about the properties of different materials. - I can make suggestions about what materials are used for - I can carry out simple fair tests and draw simple conclusions.	- Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

Reception

Expressive Arts and Design

Statutory Guidance: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Specific Area – Expressive Arts and Design

AT2 –People who help us

(non-stat guide) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Birth to 5 - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces - Taps out simple repeated rhythms Development Matters - Create collaboratively, sharing ideas, resources and skills.	- I can use lines to create shapes and objects in my drawings. - I can stack, balance, and join to build structures. - I can tap out a rhythm I have heard. - I can talk about how different things feel. - I can create collaboratively with others, - I can share my ideas, resources and skills.	- When I grow up what do I want to be? - What do real superhero's look like? - What type of jobs do people who help us do? - Where do people who help us go to work? - What equipment do people who help us need to do their jobs? - Who works in my school? - What jobs do people do in my school? - What jobs do my family members do? - Which jobs are most important? - Why do people have jobs? - What is charity? Why do we support charities? Which charity do we support in reception? <u>Linked to Birmingham Children's hospital.</u> - What is road safety week? - How can we be safe pedestrians?	- Provide a variety of instruments and noisemakers and encourage children to make warning noises for emergency services vehicles. - Create a piece of music that would represent the rush of an emergency. They might play instruments quickly, stamp their feet, or make siren noises. - Create a people who help us dance. Using actions such as using a hose pipe, driving a bus, running to a police car to create a group dance. - Using junk boxes, create emergency vehicles. Explore designs on the internet with the class to give children ideas about how to make them and what they might look like. - Children could create props for their own imaginative play. Can they create a hose pipe, handcuffs, nurses hat, houses with paper flames etc... What resources can they use? What does the prop need to look like? - Create a variety of firework pictures using different media. Chalk fireworks on black paper, blow painting fireworks using straws, pegs and pom poms etc... - Take photos of the children dressed up in the role play. Print out and use them as small world figures. - For Divali create a diya candle using clay. Create rangoli patterns using coloured rice. Look at candles and patterns online and discuss their significance to this celebration. - Remembrance day – create felt poppies with the children using glue guns to stick the felt together. - Christmas - as a class create a carol service singing a range of familiar Christmas songs with the children. Perform to parents during LAT or other classes. - Create a whole class piece of art work for Birmingham children's hospital at Christmas time. - Create Christmas cards and calendars for parents and family members.	Traditional Texts - The elves and the shoe maker https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-elves-and-the-shoemakers/zm2q92p - Cinderella <u>linked to Anti Bullying week</u> Theme related texts. - Zog – Julia Donaldson - Zog and the flying doctors. – Julia Donaldson - People who help us –John Wood - Going to hospital – Anne Civardi Stephen. - Real Superhero's –Julia Seal - Superhero Baby – Patricia Hegarty - The hospital dog –Julia Donaldson Diwali Related Text - Diwali –Ajanta Chakraborty - Online -Rama and Sita story. Bonfire Night - Remember, Remember the 5th of November –Deborah Webb. - Online poems related to fireworks. Christmas Theme - Mogs Christmas Calamity –Judth Kerr - The Jolly Christmas Postman- Janet and Allen Allberg. - The Nativity story. Nursery Rhymes - Jack and Jill - Miss Molly had a dolly - Doctor Foster - Five little fire fighters. - Five little monkeys - Miss Molly had a Dolly Famous Person - Florence Nightingale
(non-stat guide) <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
Birth to 5 - Uses available resources to create props or creates imaginary ones to support play - Plays alongside other children who are engaged in the same theme Development Matters - Sing in a group or on their own, increasingly matching the pitch and following the melody.	- I can create props for my role play. - I can play alongside others who are engaged in the same theme. - I can sing in a group or on my own, I am increasingly about to match the pitch and follow the melody.	- Doctor, nurse, hospital, surgery, stethoscope, injection, medicine, illness, ambulance - Fireman/women, fire engine, siren, fire station, water hose, fire extinguisher, - Governors, head teacher, teacher, teaching assistant, caretaker, cleaner, cooks, dinner staff, classroom, school, primary, secondary. - Army, soldier, protection – <u>links to remembrance day</u>		
		Key Experiences		
		- Visits to school by the fire service - Visit by a nurse or doctor. - Visit to the local Mandir links Divali. - Visit to the local church links Christmas. - Road safety week walk around local area.		

Specific Area – Expressive Arts and Design

AT1 – All about me

(non-stat guide) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to 5</u> - Enjoys joining in with moving, dancing and ring games - Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home - Continues to explore colour and how colours can be changed - Uses tools for a purpose - Explores and learns how sounds and movements can be changed <u>Development Matters</u> - Create collaboratively, sharing ideas, resources and skills.	- I can copy movements in response to movements, music and ring games. - I can keep in time to a beat when moving. - I can sing familiar songs and rhymes. - I can experiment with colours to see how they can be changed. - I can use tools appropriately. - I can experiment with sounds to see how they can be changed. - I can talk about how different things feel.	- Who am I? What do I look like? - What are my interests at home, school and outside of school? - Who do I live with? - Who is in my family tree? - Where do I go to school? - Who is in my class? - Who are my teachers? - Who are my friends at school & home? - What are my talents? - What do I celebrate? - What makes me feel sad or happy? - What is autumn? What changes do we notice in the autumn? - Why do we celebrate harvest time? - What happens at school during harvest time and why?	- Teach children how to use the tools in the classroom safely. Discuss routines about how to use tools such as paintbrushes, pencils, scissors, glue - Create a display of class self portraits. Provide mirrors for children to look at themselves. Model how to draw, paint or create a portrait looking at specific details. Discuss Van Gogh's self portraits and discuss with the class basic details about who this artist was. Look online with the children at some of his work. Extend children to painting and drawing each other's portraits. - Support the children in making handprints. Explore how colours can be changed by rubbing to different colour hands together. - Play a miming game, encouraging children to mine something they like to do (singing, playing football, dancing, riding a bike etc..) Can the group guess the mime? - Model to the children how to use the musical area. Hide the instruments and guess which one is being played. Can they name the instruments and describe the sound? Can they change how the sound is being played? Fast, slow, loud, quiet. - Expose the children to a different variety of music genres Ask children how the music makes them feel? Find out about children's choice of music at home. Is nan and grandad's music different to mummy and daddy's music? Explore music from various cultures to embrace the school community.	<u>Traditional Texts</u> - The Three Little Pigs - Red Riding Hood <u>Autumn Texts</u> - Ned the hedgehog. It was a cold dark night. - The scarecrows wedding - Julia Donaldson. - What to look for in the Autumn – Elizabeth Jenner <u>Harvest Festival</u> - We Gather together –Wendy Pfeffer. - Online poem related to Harvest. - Dingle Dangle Scarcrow <u>Family Diversity</u> - So much – Trish Cooke - Whoever you are- Mem Fox. - My daddies – Gareth Peter and Garry Parsons - Love makes a family – Sophie Beer - Two Homes – Clare Masruel and Kady McDonald <u>Stories with a familiar setting</u> - Five minutes peace –Jill Murphy - All in one Piece – Jill Murphy. - The Tiger who came to tea –Judith Kerr <u>Nursery Rhymes</u> - The wheels on the bus - Old Mother Hubbard - This old man - Wind the bobbin up - Twinkle, Twinkle little star - Hush little baby - This little piggy went to market
non-stat guide <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
<u>Birth to 5</u> - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously - Engages in imaginative play based on own ideas or first-hand or peer experiences. <u>Development Matters</u> - Sing in a group or on their own, increasingly matching the pitch and following the melody.	- I can pretend to be someone else. - I can copy what others do, adding my own ideas. - I can play imaginatively. - I can tell my own story. - I am learning to move in response to music. - I can sing on my own and in a group.	- Hobbies, interests, talent - Autumn, seasons, winter, summer, spring, - Religion, celebrate, prayer, mosque, church, gurdwara, mandir, bible, quran etc.. - Family tree, Mother, father, daughter, sister, nephew, niece, cousin, brother, grandfather, grandmother, aunty, uncle, relatives, parents, grandparents, siblings, friends, peers, - Upset, emotional, tearful, glum, excited, proud, cheerful, merry delighted etc.. - Harvest, charity, food bank		
		Key Experiences		
		- Inviting family members to come in to talk about their family to the class. - Visit to the local church. - Visit to black county food bank links Harvest.		

Specific Area – Expressive Arts and Design SP1 –Keeping Healthy (mentally and physically)

(non-stat guide) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to 5</u> - Develops an understanding of how to create and use sounds intentionally - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <u>Development Matters</u> - Return to and build on their previous learning, refining ideas and developing their ability to represent them.	- I can make different sounds using instruments. - I can experiment with colour and texture. - I can mix colours. - I can choose which colours to use for a purpose. - I can select the right tools and techniques to complete a task. - I can return to and build on their previous learning, refining ideas and developing their ability to represent them.	- How can we keep healthy? - What is exercise? - How do you keep fit and active? - Why is exercise important? - What happens to your body when you exercise? - What is a balanced diet? - Why do our bodies need healthy meals? - When do we eat meals or snacks? - Where does my food come from? - How often do we need a drink? - If we feel worried, sad, angry or cross what can we do to make ourselves feel better? - Why is sleep so important? - What do we mean by personal hygiene and why is this important? - What are the Olympics? - What is the para Olympics?	- Look at artwork on food packaging such as Kellogg's cereal boxes. Look at the characters that have been used to encourage children to eat various foods. Create their own healthy cereal box and the design to add onto it. - Design a placemat using felts, crayons and pencils. Lament the designs for children to use at home. Give a prize for the best class or group design. - Introduce children to Paul Cezanne a famous artist who created a fruit bowl picture. Look at examples of his art work online. Model how to use pastels to draw a piece of fruit. The teacher to cut out the individual pictures and create a group fruit bowl. - Create shadow puppets related to the gingerbread man. Act out the story in groups. Encourage children to create their own characters that chase the gingerbread man. - Chinese New Year - Listen to a piece of traditional music and recreate the sounds using school keyboards and instruments. Look at a traditional Chinese dance using ribbons and recreate dances as a class or group. Create a class dragon dance and create a parade through nursery. - Using a variety of materials and a box, create a large dragon head. Decorate a white bed sheet using fabric pens Ask SLT to judge each class dragon head and dance. - Create blossom trees using paint blowing technique. Discuss with the children the significance. - In relation to the theme of exercise and the Olympics, listen to the national anthem and discuss the words, when and why it is played. Have the children heard it on the TV?	<u>Traditional Stories</u> - The Gingerbread Man - The Magic Porridge Pot https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-magic-porridge-pot/z4cgscw - The Hare and the Tortoise <u>Theme related texts</u> - Eat you greens Goldilocks- Steve Smallman - The Fabulous Fosket Family Circus – Quentin Blake. - Online Poems related to food and exercise. - Now wash your hands – Matt Carr - Hugo Makes a change – Scott Emmons - The tooth fairy-Aubrey Wood - Amazing - Steve Anthony - What happened to you? James Catchpole and Karen George <u>PSED Stories</u> - The Dot –Peter Reynolds - The Squirrels who Squabbled –Rachel Bright. <u>Chinese New Year</u> - The Runaway Pot - The Great Race - Busy Chinese New Year –Campbell books <u>Nursery Rhymes</u> - Five current buns - The Muffin Man - Ten Fat Sausages - Pat-a-cake - If you are happy and you know it. - Brush, brush, brush your teeth - Teddy Bear Teddy Bear - Ten in a bed - Sing a song of six pence
(non-stat guide) <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
<u>Birth to 5</u> - Introduces a storyline or narrative into their play - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative <u>Development Matters</u> - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups	- I can create a storyline in my play. - I can play cooperatively with others to act out a story. - I can create storylines in my pretend play. - I can explore and engage in making music and dance. I can perform by myself or in a group.	- Healthy, Exercise, active, physical, aerobics, dehydrated, hydrated, sweating, heart rate, pulse, muscle - Balanced diet, carbohydrates, protein, dairy, nutritious, fruit, vegetables, vitamins, strength, growth, calcium, - Healthy brains, socialising, relaxation, hobbies, interests, calm, sleep patterns. - Personal hygiene, dentist, daily washing routines, changing clothes, brushing hair, toilet routines		
		Key Experiences		
		- A tour behind the scenes of the school kitchen and a discussion with cook. - Weekly cooking experiences. - Weekly visit to local park for fitness.		

Specific Area – Expressive Arts and Design

SP2 –Growing

(non-stat guide) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
<u>Birth to 5</u> - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. <u>Development Matters</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- I can plan what I want to make before I make it. - I can choose the correct tools for the job. - I can choose the correct resources for the job. - I can review my work and change it if I need to. - I know that different media creates different effects. - I can explore, use and refine a variety of artistic effects to express my ideas and feelings,	- How have I changed from a baby to Reception? - What can I do now I couldn't do as a baby? - How will I change as I grow up? - Why do some elderly people need help? - What is a mini beast? - What do mini beasts look like? - What is the life cycle of a mini beast? - How can we sort different mini beasts? - What are broad beans, carrots and lettuce? - Where shall we plant our vegetables? - How do we look after our vegetables? - When can we harvest our vegetables? - Why do we give chocolate eggs at Easter?	- Using a variety of natural materials such as stones, leaves, branches etc.. Create mini beast pictures. - Use a variety of chopped vegetables for printing mini beast pictures. Children will be able to choose the shape and size of the vegetable to create a character from super worm story. - When retelling the story of Jack and the beanstalk, model how to use instruments when retelling a familiar story. Encourage children to retell in groups using instruments at various points of the story. - Introduce Andy Warhol's flowers picture to children. Discuss how to recreate the picture. Discuss how he used pattern. https://www.youtube.com/watch?v=o3Gq6mVdHCQ - Design a grass monster, Using a plastic cup, add various shapes eyes and a mouth to the pot. Add concertina arms and legs. Place soil and sprinkle grass for the hair. Children to design the pot before they create their actual design. - During LAT provide resources for children and parents to design and make their own Easter Bonnet for a parade in nursery. Discuss different types of bonnets and show examples. Allow parents and children to bring resources from home. - Create links with the local secondary school. Ask the dance leader if a group of children can come to perform for reception. Children in reception can watch the performance and talk about what they liked about each performance. - Ask the music teacher if the children who have private lessons in school can perform to children in reception. Children can express their feelings and thoughts about the different instruments they listen to. - Design and make own clay pots or minibeasts.	<u>Traditional Stories</u> - Jack and the Beanstalk - The enormous turnip https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-enormous-turnip/zh6md6f <u>Theme related texts</u> - The Bad Tempered Ladybird – Eric Carle - The Very Busy Spider – Eric Carle. - Superworm- Julia Donaldson - Titch – Pat Hutchinson - The bad tempered ladybird –Eric Carle - The Veg Patch Party – Clare Foges and Al Murphy - When Cucumber lost his cool – Michelle Robinson - The runaway pea - Kjartan Poskitt - Mad about mini beasts - Giles Andreae - What the ladybird heard – Julia Donaldson <u>Spring Related text</u> - Harry's Lovely Spring Day – HGK - What can you see in Spring? - Sian Smith - Online text – The Easter Story <u>Nursery Rhymes</u> - Insey Winsey Spider - Little Miss Muffet - Mary Mary quite contrary - Rain Rain go away - Ten green bottles - There was an old lady who swallowed a fly - Wiggly Woo nursery rhyme
(non-stat guide) <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
<u>Birth to 5</u> - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes - Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth <u>Development Matters</u> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses	- I can choose particular movements, instruments, sounds and colours to show my ideas. - I can respond imaginatively to works of art and objects. - I can move in different ways to show how I am feeling. - I can talk about features of my own and other's work.	- Growth, change, toddler, adult, teenager, elderly - Mini beast, life cycle, caterpillar, cocoon, chrysalis, moth, butterfly, - Vegetables, greenhouse, compost, soil, harvest, trowel, watering can, broad beans, lettuce, carrots, cress. Key Experiences - Grow our own vegetables in plastic pop up green houses and sell them to parents and staff. - Mary Stevens Park visit with binoculars and magnifying glasses looking for baby animals, mini beasts, new plants etc..		

Specific Area – Expressive Arts and Design

SU1 –Around the World

(non-stat guide) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
Birth to 5 - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns - Begins to build a collection of songs and dances - Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Development Matters - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- I can create and adapt my own dances. - I can create and adapt my own songs. - I can create and adapt my own music. - I can use materials in different ways. - I can use different techniques in different ways. - I can explore, use and refine a variety of artistic effects to express my ideas and feelings,	- What is a map? - Where have I seen a map? - Why do we need maps? - Where do I live? - What places have I visited near my home? - What is a town, city, region or country? - How is the countryside different to where I live? - Why do we need to protect the countryside? - Which places are near the coast or seaside? - What can you do at the seaside? - What might you see at the seaside? - How is the seaside different from where I live? - Which places have you visited on a world map? - Which place in the world would you like to visit? - What is it like to visit another place in the world? - Where do the Dudley zoo animals really come from? - Which foods have I eaten from around the world? - How do foods change when they are hot or cold?	- Explore Anni Albers, a German artist famous for weaving. Model how to weave a variety of materials including paper, material, basket weaving etc... https://www.tate.org.uk/kids/make/cut-paste/make-friendship-bracelet - Look at different architecture from around the world, such as pyramids, the Shard, Eiffel Tower, Colosseum etc.. Using a variety of junk and joining techniques, ask children to recreate some of these buildings. - Model different dances (refer to PD planning) and provide children with opportunities to create their own versions of the dances and perform to an audience. Can children create props to use in their dances ie ribbons, fans. - Expose children to traditional music from around the world using the Twinkl Powerpoint. Listen to music from the Caribbean, Mexico, China, Africa, India etc.. Identify the instruments they have used. Encourage children to create their own music using these instruments and copying the beats they have heard. Discuss famous musicians the children might know such as Bob Marley. - Introduce children to a variety of artists from around the world and the art they created. Look at work by Mondrian, Kandinsky and Katsushika Hokusai. Refer to Twinkl for more information. - Discuss the history of mosaic art. It originated from the Greeks and is a way of creating pictures using broken tiles. Model how to design and make their own mosaic pictures. - Focus on African art. Ask children to describe what it looks like and how it has been created. What makes them think it's African art? What are the similarities between different pieces of art work	Theme Related Texts - The Snail and the Whale – Julia Donaldson - This is London – Miroslav Sasek - What the Ladybird Heard - Room on a Broom – Julia Donaldson - The Lighthouse Keepers Lunch – Rhonda Armitage - Harry Saves the Ocean – NGK - Elmer – David McGee - Monkey Puzzle - Brown Bear, Brown Bear - Daddy Lions Tea Party – Mark Sperring - Hats of Faith – Medeia Cohan-Petrolino - Steven Seagull Action Hero – Elys Dolan - The Lion Who Wanted to Love - Giraffe Can't Dance - Pirates Love Underpants – Claire Freedman Stories from around the world - Tiddalick – Australian https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-tiddalick-zbysxyc https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world-zmybnrd https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-whos-in-hippos-house/z789382 Nursery Rhymes - A Sailor Went to Sea - The Owl and the Pussy Cat - Row Row Row your Boat - Alice the Camel - London Bridge is Falling Down - One Two Buckle my Shoe Eid ul Fitr May 2. - Rashid's Ramadan - Eid ul Fitr – Lisa Bullard Famous Person - David Attenborough
(non-stat guide) <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
Birth to 5 - Creates representations of both imaginary and real-life ideas, events, people and objects - Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Development Matters - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses	- I can create simple representations of events, people and objects. - I can move in different ways to show my experiences. - I can use media and materials in original ways. - I can listen to, move to and talk about music, expressing my feelings and responses. - I can describe what is good about other people's work and why. - I can talk about the differences between my own and others work	- Map, route, travel, destination, - Town, city, region, county, country. - Countryside, rural - Coast, seaside, island. - Land, sea, ocean, - Hemisphere, equator, Key Experiences - Links to another reception class in another country. - Familiar visitors such as parents, SLT, to share travel experiences from around the world. - Food tasting experience from other countries. - Visit to a local Mosque		

Specific Area – Expressive Arts and Design

SU2 –Fact or Fantasy?

EYFS (ELG) <u>Creating with materials</u>	Key Competencies	Key Questions	Suggested Activities	Key Texts
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories.	- I can use different tools safely and in different ways. - I can combine and change different media and materials. - I can share, develop and extend my ideas. - I can talk about the ideas and processes I have used. - I can make my own props and use materials in role play.	- What does the word “fantasy” mean? - What does “Fact” mean? - What are dinosaurs? - Where dinosaurs real? - What did dinosaurs look like? - Where did they live? - What did they eat? - Where did they go? - What is a castle? - Have you ever been to Dudley Castle? - Which famous person lives in a castle? - Why were castles built? - What were they made out of? - Which story characters might live in a castle?	- Create model castles with a lifting drawbridge. Children can print the brick shapes onto the castle walls and create a moving drawbridge. Models can be made in groups so encourage children to work on designs together. - Create crowns, swords and shields as props for role play. Model how to create these props and provide children with a selection of materials. - Encourage the children to create marching music for the knights to march to. - Create paper mache dinosaur eggs using balloons. Decorate the paper mache eggs once they are dry. - Paint pictures of various dinosaurs and dragons. Provide a variety of textured resources such as bubble wrap, bark, and corrugated card for children to use to create wax rubbings. Encourage children to use the techniques to use on their dinosaur eggs and dragon scales and dragon pictures. - Create caves for the dinosaurs to live in using wooden blocks and junk model materials. Children can paint their models and glue natural materials like stones, leaves and fake grass to them to create a real effect. - Encourage children to perform familiar poetry to groups within the class. They can perform in groups or individually.	Theme Related Texts - Harry and the Bucketful of Dinosaurs - Never ask a dinosaur – Melinda Kinsman - How to catch a dragon – Carly Hart - Little Rex – Ruth Symes - The knight who said no – Lucy Rowland - Online non fiction related to castles and dinosaurs - Castles – Collins Big Cat - Dragon Post – Emma Yarlett - Just Imagine – Pippa Goodhart - The Dragon Machine https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/ Nursery Rhymes - Ten little dinosaurs –rhyming story - Humpty Humpty - The Grand Old Duke of York - The Queen of hearts https://wordsforlife.org.uk/themes/song-s-and-rhymes/?page=2 Famous Places - Buckingham Palace - Windsor Castle - Dudley Castle
EYFS (ELG) <u>Being Imaginative and Expressive</u>	Key Competencies	Key Vocabulary		
- Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	- I can invent, change and retell stories with my friends and teachers. - I can sing a range of well know nursery rhymes. - I can perform familiar songs, poems and stories with my friends. - I can move in time with the music.	- Castle, knight, armour, moat, turrets, royal, princess, dragon, drawbridge, portcullis, dungeon , brave, fearless - Dinosaur, fossil, extinction, omnivore, carnivore, skeleton, museum, scales, bones, palaeontologist, hatch		
		Key Experiences		
		- Explore online virtual tours of Buckingham Palace, Windsor Castle and The Natural History Museum. - Children to visit Dudley Castle and Zoo.		

MATHS IN THE EYFS -Autumn Term

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

MATHS IN THE EYFS -Spring Term

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

MATHS IN THE EYFS - Summer Term

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
 - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

READING IN THE EYFS

ELG Comprehension

Children at the expected level of development will: -

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: -

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reception Reading overview

The overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

Reception

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Reception

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Writing in the EYFS

ELG: Writing

Children at the expected level of development will: -

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Preparing for the National Curriculum

- At Peters Hill, our work in the EYFS is developed to prepare children for the National Curriculum and subject specific approaches.
- The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

HISTORY IN THE EYFS

Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

GEOGRAPHY IN THE EYFS

Three and Four-Year-Olds	Mathematics		- Understand position through words alone. For example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		- Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		- Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons.

ART IN THE EYFS

Three and Four-Year-Olds	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	· Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. · Use a range of small tools, including scissors, paintbrushes and cutlery. · Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	· Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. · Share their creations, explaining the process they have used.

COMPUTING IN THE EYFS

Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

DT IN THE EYFS

Three and Four-Year-Olds	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	Explore how things work.
	Expressive Arts and Design	- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	- Progress towards a more fluent style of moving, with developing control and grace. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

MUSIC IN THE EYFS

Three and Four-Year-Olds	Communication and Language	Sing a large repertoire of songs.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PE IN THE EYFS

Three and Four-Year-Olds	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
	Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

THREE AND FOUR-YEAR-OLDS CONTINUED	EXPRESSIVE ARTS AND DESIGN		RESPOND TO WHAT THEY HAVE HEARD, EXPRESSING THEIR THOUGHTS AND FEELINGS.
Reception	Personal, Social and Emotional Development		- Manage their own needs. -personal hygiene - Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development		- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	Work and play cooperatively and take turns with others.

ELG Continued	Physical Development	Gross Motor Skills	· Negotiate space and obstacles safely, with consideration for themselves and others. · Demonstrate strength, balance and coordination when playing. · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	· Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

RE IN THE EYFS

Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

SCIENCE IN THE EYFS

Three and Four-Year-Olds	Communication and Language	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Personal, Social and Emotional Development	• Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.
Reception	Communication and Language	• Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts.

Reception Continued	Personal, Social and Emotional Development		• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Understanding the World		• Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language	Listening, Attention and Understanding	• Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

PSHE IN THE EYFS

Three and Four-Year-Olds	Communication and Language	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Three and Four-Year-OldsContinued	Physical Development	• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	• Begin to make sense of their own life-story andfamily’s history. • Show interest in different occupations. • Continue developing positive attitudes about the differencesbetween people. • Know that there are different countries in the world andtalk about the differences they have experienced or seenin photos.
Reception	Communication and Language	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why theymight happen. • Develop social phrases.
	Personal, Social and EmotionalDevelopment	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially andemotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support theiroverall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
	Physical Development	• Further develop the skills they need to manage the school daysuccessfully: - lining up and queuing - mealtimes
	Understanding the World	• Talk about members of their immediate family andcommunity. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebratespecial times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	Talk about the lives of people around them and their roles in society.

Spoken Language

Listening Skills

Three and Four-Year-Olds	Communication and Language		• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design		• Listen with increased attention to sounds.
Reception	Communication and Language		• Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design		• Listen attentively, move to and talk about music, expressing their feelings and response.
ELG	Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social and Emotional Development	Self-Regulation	• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Following Instructions			
Three and Four-Year-Olds	Communication and Language		Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
	Personal, Social and Emotional Development		Remember rules without needing an adult to remind them.
ELG	Personal, Social and Emotional Development	Self-Regulation	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	Explain the reasons for rules, know right from wrong and try to behave accordingly.
Asking and Answering Questions			
Three and Four-Year-Olds	Communication and Language		- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
Reception	Communication and Language		Ask questions to find out more and check they understand what has been said to them.
ELG	Communication and Language	Listening, Attention and Understanding	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding.
		Speaking	Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Drama, Performance and Confidence			
Three and Four-Year-Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Personal, Social and Emotional Development		Show more confidence in new social situations. Develop appropriate ways of being assertive.
	Expressive Arts and Design		Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		- Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasing matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or ingroups.
ELG	Personal, Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Expressive Arts and Design	Being Imaginative and Expressive	- Sings a range of well-known nursery rhymes and songs. - Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building and Standard English				
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words.	
	Literacy		Engage in extended conversations about stories, learning new vocabulary.	
	Understanding the World		Talk about what they see, using a wide vocabulary.	
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts.	
ELG	Communication and Language	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
Speaking for a Range of Purposes				
Three and Four-Year-Olds	Communication and Language		• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	
	Personal, Social and Emotional Development		• Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	
	Literacy		Engage in extended conversations about stories, learning new vocabulary.	
	Understanding the World		Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.	

Reception	Communication and Language		• Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		• Express their feelings and consider the feelings of others.
	Understanding the World		• Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside.
	Expressive Arts and Design		• Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	• Make comments about what they have heard and ask questions to clarify their meanings. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Managing Self	• Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		Word Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society.
		People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG	Expressive Arts and Design	Creating with Materials	Share their creations, explaining the processes they have used.
		Being Imaginative and Expressive	- Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Participating in Discussion			
Three and Four-Year-Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		Articulate their ideas and thoughts in well-formed sentences.
ELG	Communication and Language	Listening, Attention and Understanding	- Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



IMPACT

Reception GLD	School Results	National Results
2018	80%	72%
2019	79%	72%
2022	63%	65%
2023 (Projected)	73%	N/A

Strengths

- The classes are characterised by excellent class management with teachers having eyes everywhere, a word for every child and hugely stimulating activities in evidence for the children.
- The focus work for the days vary depending on the time of day from number bonds to 10 using minibeasts to writing sentences about the hungry caterpillar (the underlying theme).
- Rapid learning is clear to see and to discussed with the children.
- Staff clearly have a systematic process which dictates who they focus on and why, the work they wanted to see progressed and the activities which would allow that development.
- Clear evidence of writing resilience for all groups.
- High expectations are evident in all classes from demanding longer sentences using adjectives to harder number bonds.
- The children are proud of achievements including asking to be photographed with their excellent work so that it is recorded.
- Clear evidence of impressive child development overall and across a range of key areas. Pupils meet their next learning steps.
- Children develop strong relationships , pupils gain a sense of belonging to the school community.
- Children clearly develop language and communication skills in order to be able to express their “pupil voice” and know they are valued as an individual.
- Teaching is flexible, engaging and varied so that needs, passions and interests are identified, embraced and developed.
- The curriculum is ambitious for all and enriches learning through a wide range of opportunities and activities.
- There is a culture of self belief and opportunities for children to learn, experiment, investigate and try things out.
- Children clearly develop individual care and compassion for themselves and others both recognising and celebrating achievements.
- Teaching encourages respect and tolerance in the world around them and celebrate diversity in the community.
- The curriculum underpins learning with a strong foundation of basic skills, knowledge and values including prioritising the development of Reading.
- Teaching recognises children’s prior learning and experiences, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience for an ever changing world.
- Children are encouraged to develop a growth mindset approach and become critical, creative and reflective thinkers.

Areas for development

- Children develop strong relationships , pupils gain a sense of belonging to the school community. Can this be widened to include the wider community?
- Teaching is flexible, engaging and varied so that needs, passions and interests are identified, embraced and developed. Can the timetable continue to be adapted to enable this to happen?
- The curriculum is ambitious for all and enriches learning through a wide range of opportunities and activities. Can better use be made of visitors and visits to support this?
- Teaching encourages respect and tolerance in the world around them and celebrate diversity in the community. Can the wider community be accessed to support this?
- The curriculum underpins learning with a strong foundation of basic skills, knowledge and values. How can adaptations continue to be made to ensure children leave the EYFS at the required standard for Reading?
- Children are encouraged to develop a growth mindset approach and become critical, creative and reflective thinkers. How can this be further developed throughout the year in order to be ready for Year 1 and particularly to support Reading and Writing.
- Children are supported by the indoor and outdoor environments. How can this be developed to include greater facilities that are permanently in place and accessible to children?