



Tudor Grange Primary Academy
Hockley Heath

Early Years foundation Stage Overview

Term	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Pre-school and Nursery topics	This is me	Sparkle and shine	Once upon a Time	When I grow up	New beginnings	Out and about
Pre-school and Nursery texts	<ul style="list-style-type: none"> • My World, Your World • We All Belong • Happy to be me • A selection of our favourite stories from home • The Leaf Thief 	<ul style="list-style-type: none"> • Happy Diwali • The Owl who was Afraid of the Dark • The Night Box • I Definitely Don't like Winter • The Birthday Invitation • The Nativity Story • Dear Santa 	<ul style="list-style-type: none"> • The Gingerbread Man • Three Billy Goats Gruff • The Magic Porridge Pot • Little Red riding Hood • The Ugly Duckling • Mr Wolf's pancakes 	<ul style="list-style-type: none"> • What will I be? • When we grow up • On the way home • Busy Vet • Supermarket Zoo • Percy the Park Keeper • Topsy and Tim meet the firefighters • Why should I brush my teeth? • We are going to the Dentist • The Most Exciting Eid • Ramadan 	<ul style="list-style-type: none"> • Sam Plants a Sunflower • Grandpa's Garden • The Hungry Caterpillar • The life Cycle of a Frog • Farmyard Hullabaloo • Rosie's walk • Noisy Farm 	<ul style="list-style-type: none"> • We can't take an Elephant on Holiday • What the ladybird heard on Holiday • Bea by the Sea • Commotion in the Ocean • Martha Maps it out • Coming to England • The Hundred decker Bus • The Train Ride • The Journey Home from Grandpa's

Reception topics	All about me	Festivals and Celebrations	Starry Night	My Community	Ready Steady Grow	Animal Safari
Reception texts	<ul style="list-style-type: none"> • Colour Monster • Owl Babies • The Suitcase • In Every House in Every Street • Superhero Gran 	<ul style="list-style-type: none"> • Poppies • Bear Shaped • Countdown to Christmas • The Jolly Postman at Christmas • The Nativity • Rama and Sita 	<ul style="list-style-type: none"> • The Night Pirates • The Great Race • How to catch a star • Wow said the owl • Samples of poetry • Whatever Next 	<ul style="list-style-type: none"> • Martha Maps it Out • The Princess and the Pea • All Through the Night – People who work while we sleep • The Easter story 	<ul style="list-style-type: none"> • The Most Exciting Eid • Handa's Surprise • The Enormous Turnip • Jack and the Beanstalk • Jasper's Beanstalk 	<ul style="list-style-type: none"> • Aghh Spider! • The Very Hungry Caterpillar • Farmer Duck • We're Going on a Bear Hunt • How Giraffes got Long Necks • The Very Busy Spider • Brown Bear, Brown Bear, What Do You See?

Understanding the World Curriculum Map

Pre-school	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Past & Present	Talk about me.	Talk about family.	Talk about special events.	Talk about friends.	Talk about what I like at pre-school.	Talk about my next steps.
History	Talk about favourite objects.					
People, Culture & Communities	Develop a sense of own immediate family, relations and pets.	Make connections between the features of their family and other families.	Imitate everyday actions and events from own family and cultural background.	Notice differences between people.	Learn that they have similarities and differences that connect them to, and distinguish them from, others.	Begin to have their own friends.
RE	Begin to talk about different religions and cultures (Christianity, Islam, Sikhism, Hinduism). Make connections between themselves and others. Imitate everyday actions and events from own family and cultural background. Notice differences between people.					
Festivals and Celebrations	* Add Eid al-Fitr & Eid al- Adha depending on dates that year.	Diwali Christmas	Chinese New Year	Easter Mother's Day		Father's Day
The Natural World	Explore the immediate environment.	Notice detailed features of objects in the environment.	Enjoy stories about places and journeys.	Explore and respond to different natural phenomena in their setting and on trips.	Use small world reconstructions, building on first-hand experiences.	Talk about the features of the immediate environment.
Geography						
Science	Enjoy the natural world. Explore natural materials, indoors and outside. Repeat actions that have an effect.	Enjoy the natural world (Autumn). Talk about natural materials, indoors and outside.	Explore and talk about materials with different properties. Learn about the need to respect and care for the natural environment and all living things.	Enjoy the natural world (Winter). Talk about animals they have observed.	Enjoy the natural world (Spring). Talk about plants they have observed.	Enjoy the natural world (Summer). Talk about objects they have observed.
Learning Checkpoint Tasks	<ul style="list-style-type: none"> practitioner's knowledge of the child child's view of his or her own learning information from a range of contributors (teaching assistants, parents/carers and other significant adults) any material or representations from the child assessment scores and/or information a collection of anecdotal and significant moments observations. 					

Nursery	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Past & Present History	Begin to make sense of their own life-story and family's history.	Talk about past and present events that happened in the lives of familiar people.	Talk about past and present events that happened in their own life.	Talk about people they know and the jobs they do.	Listen to stories which include characters from the past.	Compare themselves now and when they were a baby.
People, Culture & Communities	Develop positive attitudes about the differences between people. Show interest in the lives of people who are familiar to them.	Enjoy joining in with family customs and routines.	Remember and talk about significant events in their own experience.	Recognise and describe special times or events for family or friends.	Show interest in different occupations.	Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
RE	Talk about different religions and cultures (Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism). Talk about key features of different religious and cultures (Gods, place of worship, food, dress, language). Talk about how people celebrate traditions differently. Develop positive attitudes about the differences between people.					
Festivals and Celebrations	* Add Eid al-Fitr & Eid al- Adha (Islam) depending on dates that year. Guru Nanak (Sikhism)	Diwali (Hinduism) Bonfire Night Christmas (Christianity)	Chinese New Year	Easter (Christianity) Mother's Day	Father's Day	The Buddha
The Natural World Geography	Notice the features of their immediate environment. Use maps of their immediate environment to identify different features and landmarks.	Talk about why things happen and how things work.	Show care and concern for the environment. Begin to understand the effect their behaviour can have on the environment.	Comment and ask questions about aspects of their familiar world such as the place where they live.	Use maps and nonfiction books to find out about the country they live in.	Talk about the features of their country.
The Natural World Science	Notice things in the natural world. Use my senses to explore natural materials.	Talks about different weathers and seasons (Autumn). Talk about how things look, feel, sound and smell. Talk about changes that I notice. Explore collections of materials with similar and/or different properties.	Talk about different weathers and seasons (Winter). Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to understand the need to respect and care for the natural environment.	Talk about different weathers and seasons (Spring). Explore how things work. Ask questions and make comments about the world around me.	Plant seeds and care for growing plants. Talk about how things grow and change. Take care of living things. Begin to understand the need to respect and care for all living things. Developing an understanding of growth, decay and changes over time	Talk about different weathers and seasons (Summer). Talk about what they see, using a wide vocabulary.

Learning Checkpoint Tasks	<ul style="list-style-type: none"> practitioner's knowledge of the child child's view of his or her own learning information from a range of contributors (teaching assistants, parents/carers and other significant adults) any material or representations from the child assessment scores and/or information a collection of anecdotal and significant moments observations. 					
Common Assessment Tasks	Baseline	CA1		CA2		CA3

Reception	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Past & Present History	Comment on images of familiar situations in the past.	<p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Talk about significant people and events in the past.</p>	Compare and contrast characters from stories, including figures from the past.	<p>Talk about how people lived in the past.</p> <p>Talk about the similarities and differences between things in the past and things now.</p>	<p>Talk about significant people (English monarchy).</p> <p>Talk about significant people and events in the past.</p>	<p>Reflect on past events from this year.</p> <p>Sequence some significant events in my life.</p>
People, Culture & Communities	Know about similarities and differences between themselves and others, and among families.	Enjoy and talk about joining in with family customs and routines.	Describe different jobs that people do and why they are important.		Recognise some similarities and differences between life in this country and life in other countries.	
RE	<p>Know about different religions and cultures (Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism).</p> <p>Understand some key features of different religious and cultures (Gods, place of worship, food, dress, language).</p> <p>Talk about why festivals matter to different religions (through the origin of the festival).</p> <p>Know about similarities and differences between communities, cultures and traditions.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>					
Festivals and Celebrations	* Add Eid al-Fitr & Eid al-Adha (Islam) depending on dates that year. Guru Nanak (Sikhism)	<p>Diwali (Hinduism)</p> <p>Bonfire Night</p> <p>Christmas (Christianity)</p>	Chinese New Year	<p>Easter (Christianity)</p> <p>Mother's Day</p>	Father's Day	The Buddha
The Natural World Geography	<p>Explore the features of my immediate environment (school).</p> <p>Use maps of my immediate environment to find out more about it (school).</p>		<p>Know where they live (town/city/country).</p> <p>Know about some features of where they live (language, flag, map).</p> <p>Explore the features of my environment (community).</p> <p>Use maps of my environment to find out more about it (community).</p> <p>Draw information from a simple map.</p>		<p>Recognise some environments that are different to the one in which they live.</p> <p>Use maps and non-fiction texts to find out about other countries.</p> <p>Describe life in different countries.</p> <p>Compare living in this country to living in another country.</p>	

<p>The Natural World</p> <p>Science</p>	<p>Look closely and notice how some things are the same and some are different.</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>	<p>Understand the effect of changing seasons on the natural world around them. (Autumn).</p> <p>Describe the natural world using my senses (Autumn).</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>	<p>Understand the effect of changing seasons on the natural world around them. (Winter).</p> <p>Talk about ways to look after the natural world.</p> <p>Carry out an investigation in which they make a sensible prediction, observe, notice, make comparisons and draw conclusions (states of matter- ice to water, cooking).</p> <p>Talk about reversible and irreversible changes.</p>	<p>Understand the effect of changing seasons on the natural world around them. (Spring).</p> <p>Look closely at the natural world and record observations through drawing (Spring)</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Name and describe some familiar plants and their features.</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>	<p>Understand the key features of the life cycle of an animal.</p> <p>Name and describe some animals.</p> <p>Carry out an investigation in which they make a sensible prediction, observe, notice, make comparisons and draw conclusions (properties of materials).</p>	<p>Understand the effect of changing seasons on the natural world around them. (Summer).</p> <p>Engage in play in which they explore, observe, talk and ask questions related to light, forces, materials, sound.</p>
<p>Learning Checkpoint Tasks</p>	<ul style="list-style-type: none"> • practitioner's knowledge of the child • child's view of his or her own learning • information from a range of contributors (teaching assistants, parents/carers and other significant adults) • any material or representations from the child • assessment scores and/or information • a collection of anecdotal and significant moments • observations. 					
<p>Common Assessment Tasks</p>	<p>Reception Baseline</p>	<p>CA1</p>		<p>CA2</p>		<p>CA3</p>

