

Hyde Park Infant School - Foundation Curriculum Overview

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me, My Family, My School	Celebration- People who help us	Let's make a dinosaur	Growing and changing Things that grow	Traditional tales	Transport: On the Move
English	Writing to Entertain Examining stories with repetitive texts and predictable language.	Writing to Entertain Examining stories with repetitive texts and predictable language and endings.	To inform and Entertain Information and captions	To inform and Entertain Information, captions, labelling and instructions	Writing to Entertain Examining traditional stories, including fairy tales with predictable language and endings.	Writing to Inform Postcards, letters, information texts including a simple leaflet
Key Texts	Mum in a million Owl babies Elmer The Gruffalo	Little acorns Don't hog the hedge Harvey Slumfenburger	First book of dinosaurs (non-fiction) Dance of the dinosaurs Dinosaurs and all that rubbish	The Very Hungry Caterpillar Little Red Hen Harry's Hazelnut	Hansel and Gretel The Gingerbread Man Little Red Riding Hood	Oi! Get Off Our Train! The Great Explorer Emma Jane's Aeroplane Turtle trouble
Understanding of the World	Exploring autumnal changes, what we can see and hear. Discussing nocturnal animals. To talk about our homes, local community and the people who help us. Naming the four seasons. Identifying weather for autumn and how this impacts on food grown and harvested. To identify the roles of farms in our community.	Discussing ways people celebrate now and in the past. Understand seasonal changes of and discussion of winter. Discuss hibernation and grouping animals who hibernate. Understand how we can plant and grow foods.	Discussing the people in our family Making observations of and drawing new life (caterpillars, eggs/chicks) and plants (daffodils and blossom). Exploring changing states (ice gardens and volcano representations). Exploring celebrations around the world (Chinese New Year). Talking about extinction, grouping dinosaurs using their attributes.	Talking about the past and present by sharing baby photos. Exploring life cycles of caterpillars, tadpoles, and chicks. Look at features of a map and using a map to find locations. Exploring changes in states (bread making). Investigating growth through seeds/cress.	Looking at where we live, England and making comparisons with other countries (Germany, France, and America). Discussing how clothes, transport and toys has changed from the past. Identifying everyday materials and the best materials to build a strong bridge (for the Gingerbread Man) and waterproof coat (for Little Red Riding Hood). Using colour wheels to explore colours in an outdoor environment	Making comparisons with other countries (Australia, Africa). Compare characters from stories from around the world. Exploring and making close observational drawings of nature. Explore freezing and melting through ice. Investigate sources of light. Investigate and group animals into their habitats and their young. Discussing rubbish and recycling, particularly caring for our local world and beaches. Observing and recording what is found in rockpools.
Communication & Language Understand we listen to find information and learn.	Understand how to listen carefully and why listening is important.	Describe events in some detail. Connect one idea or action to another using a range of connectives.	Listen to and talk about selected non-fiction to develop a deep familiarity	Listen to and talk about selected non-fiction to develop a deep familiarity	Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-	Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-

<p>Listen to and begin to respond to stories. Accompany well known stories with actions. Begin to offer explanations for why things might happen and make predictions about what may happen next. Begin to sequence events</p>	<p>Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Make a prediction of what will happen next.</p>	<p>Ask questions of the children and encourage questioning from the children to find out more and to check they understand what has been said to them. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Sequence stories, discuss the story character and setting.</p>	<p>with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Sequence stories, discuss the story character and setting.</p>	<p>with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Sequence stories, discuss the story character and setting. Begin to retrieve information from text.</p>	<p>fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Sequence stories, discuss the story character and setting. Make inferences from what has been read.</p>	<p>fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Sequence stories, discuss the story character and setting. Make inferences from what has been read.</p>
<p>Personal, Social & Emotional Development</p>	<p>Being Me in My World Who am I and how do I fit?</p>	<p>Celebrating Difference Respect for similarities and difference. Anti-bullying and being unique.</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding emotions that go with that.</p>	<p>Healthy Me Being and keeping safe and healthy.</p>	<p>Relationships Building positive healthy relationships.</p>	<p>Changing Me Coping positively with change.</p>
<p>Physical Development: Gross Motor Skills</p>	<p>Locomotion Walking</p>	<p>Ball Skills Using Hands Jumping</p>	<p>Gymnastics High, Low, Under, Over</p>	<p>Dance Nursery rhymes</p>	<p>Ball Skills Using Feet</p>	<p>Attack V Defence Games For Understanding</p>

Physical Development: Fine Motor Skills	Consolidating use of dominant hand. Introduce tripod grip. Exploring mark making. Exploring threading and stacking.	Develop tripod pencil grip. Exploring cutting with scissors. Explore drawing shapes with lines and circles. Explore printing using tools and vegetables.	Developing strong pencil grip for pencil control and letter orientation.	Developing strong pencil grip for pencil control and letter orientation. Using small tools such as scissors and tweezers.	Explore pinching, rolling, patting malleable materials. Using small tools such as scissors and tweezers with increasing control.	Consolidation of small-scale movements; threading, cutting, writing, drawing simple representations.
Expressive Art and Design	Identify how sounds can be created. Explore mark making using different tools. Join in with nursery rhymes and perform a song to others. Review a performance. Print with natural objects. Explore colours in the natural world. Explore textures using malleable materials.	Join in with nursery rhymes and well-known songs and perform a song to others. Review a performance. Print with natural objects. Create a 3D model using malleable materials. Explore colour mixing.	Learn new songs, perform with actions to an audience and review a performance. Perform with others to act out a story with actions or sound. Explore colour mixing.	Learn new songs, perform with actions to an audience and review a performance. Create collaboratively sharing resources and skill. Explore colour mixing to create a self-portrait. Use paint to create representations of animals and the natural world.	Explore artistic effects. Use instruments to create a mood/feeling for a character and to tell a story. Learn new songs, perform with actions to an audience and review a performance. Create a 3D representation of a story character. Explore how characters in stories are represented in colour. Explore weaving to create a 3D object.	Explore artistic effects. Use instruments to create a mood/feeling for a character and to tell a story. Learn new songs, perform with actions to an audience and review a performance. Select instruments to make representations of the natural world (sounds of the sea). Create a map collaboratively sharing resources and skill.
RE	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Being special: where do we belong?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?