



FOUNDATION STAGE CURRICULUM OVERVIEW – SUMMER TERM 2019

Topics: <b>Fairy Tales / Holidays, Travel and Transport</b>		
Areas of Learning and Development		
<b>PRIME AREAS</b>	<p><b>Personal, Social and Emotional Development</b></p>  <p><b>Aspects:</b> Self-confidence &amp; self-awareness Managing feelings and behaviour Making relationships</p>	<p>Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and ask appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. Be confident to try new activities, and say why they like some activities more than others. Being confident to go on their second school trip to the beach. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help. Being aware of our own feelings, and know that some actions and words can hurt others' feelings. Begin to accept the needs of others and take turns and share resources, sometimes with support from others. Understand that our own actions affect other people. Telling each other when they do not like what someone else has done to them immediately and trying to solve problems by using their words. Telling the truth at all times. Growth Mindset: perseverance and dealing with more non-negotiable tasks during the day/week; resilience; rising to a challenge during working situations and being a 'Terrific Trier'; dealing with getting stuck and making mistakes. British Values: Hope: Making choices – looking forward to the future; Believing in yourself; Being optimistic; Knowing that hard work can make the difference; Always trying your best; Being reliable and trustworthy; Integrity: Making good choices. Preparing the children for their transition to Year 1.</p>
	<p><b>Physical Development</b></p>  <p><b>Aspects:</b> Moving and Handling Health and Self-care</p>	<p>Working on fine and gross motor skills using a wide range of outside and inside activities, equipment and tools. P.E. lessons: Athletics and Games outside and preparation for Sports Day. Learning to form recognisable letters using the cursive style of handwriting with some beginning to join. Using scissors and tools effectively. Learning how to get changed in an organised fashion and then get dressed again for P.E. and waterproofs. Encouraging independence about how and when we need to go to the toilet and wash our hands regularly and how we try our best to not share our germs with others. Encouraging confidence to have a try of the healthy foods that we have for snacks; eating our lunch and drinking as much water as we can every day.</p>
	<p><b>Communication and Language</b></p>  <p><b>Aspects:</b> Listening and Attention Understanding Speaking</p>	<p>Learning how to listen attentively in a range of situations including whole school assembly; whole class mat sessions; small group adult-led sessions and while engaged in play with their peers. Learning to listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Learning how to follow instructions involving several ideas or actions as a class or individually. Learning how to answer 'how' and 'why' questions about their experiences and in response to stories or events during Feeling Tree time or Show and Tell. Learning how to take turns to speak and listen during whole class sessions. Speaking clearly and confidently when presenting our class assembly. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<b>SPECIFIC AREAS</b>	<p><b>Literacy</b></p>  <p><b>Aspects:</b> Reading Writing</p>	<p>Enjoying reading books and themed stories on a daily basis as a class and individually. Continuing the daily habit of reading at home at least five times a week with parents. Reviewing Phase 2, 3 and 4 phonemes and graphemes and to read and spell high frequency words. Learning to fluently read and spell all sets of Phase 2 to 4 phonemes and words in their phonics booklet. Learning to hear and say the initial, medial and final sounds in words. Learning how to synthesise cvc words. Learning to link sounds to letters, naming and sounding the letters of the alphabet. Beginning to read words and simple sentences. Learning how to segment the sounds in simple words and blend them together. Learning to have a go at writing short sentences in meaningful contexts. Learning to demarcate their sentences with a capital letter at the beginning, finger spaces between words and a full stop at the end. Writing stories using storyboards; writing letters; writing lists; labelling; writing recounts and drawing story maps as prompts to retell a story. Learning familiar patterns of Fairy Tales and enacting the stories in small groups. Writing unaided/independently on a daily basis.</p>
	<p><b>Mathematics</b></p>  <p><b>Aspects:</b> Numbers Shape, space and Measures</p>	<p>Using White Rose Maths concrete, pictorial and abstract techniques and continuing to use Numicon and ten frames to support learning of mathematical concepts. Count to 100 as a whole class and begin to count further independently. Write numbers up to 20 and beyond. Focus on common 2D and 3D shapes. Distinguish between solid (3D) shapes and flat (2D) shapes. Explore the properties of 2D shapes and 3D shapes. Double numbers to 5 and halve even numbers to 10. Share objects between two children, begin to see this as halving, and then share objects between four children. Count in 2s, 5s and 10s. Learn the pattern of counting 2s, 5s and 10s. Sort numbers into odd and even numbers. Revisit the days of the week. Talk about how we measure time in different ways and come to understand units: months, days, weeks, hours, minutes and seconds.</p>

	<p>Recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories. Counting, ensuring all children can count on and back to/from any number to 20. Rehearse counting to 100 and begin to cement in the patterns of numbers in the count and the special 'tens' numbers. Counting in 10s to 100. One more and one less than numbers up to 20, linking this to adding and subtracting 1. Count on 2, 3 or 4 from a hidden quantity so that they cannot recount the first quantity but must add by counting on. Count back where the remaining quantity is hidden in order to encourage counting back. Read and match number sentences to practical problems. Revise and learn all the coins from 1p to £2 and order the coins according to value. Making small amounts and making the value of a coin using other coins. Subtract small amounts (1–3) by counting back on their fingers. Recognise and write subtraction sentences. Explore measures: lengths, weights and capacities, learning to compare each of this using direct comparison. Using non-standard units to measure a length, height, capacity or weight. Compare more than two lengths using uniform non-standard units. Partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. Matching additions are recorded and read. Count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.</p>
<p><b>Understanding the World</b></p> <p><b>Aspects:</b> People and Communities The World Technology</p> 	<p>Exploration of different occupations and ways of life. Celebrating our Dads. Noticing the change of the seasons from spring to summer. Notice detailed features of objects in their environment. Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Talk about some of the things they have observed, such as plants, animals, natural and found objects. Develop an understanding of growth, decay and changes over time. Exploring the passage of time and the changing of the moon. Explore collecting data by measuring rainfall. Explore weight, balance and simple pulleys. Explore similarities and differences of materials. Explore magnets and magnetic metals. Look closely at similarities, differences, patterns and change. Cooking gingerbread men, apple crumble, pizzas and rock cakes. Making and tasting porridge. Making double trouble cakes/biscuits. Children will be learning to talk about why things happen and how things work through their exploratory play. Children will experiment with different drawing apps and software across a range of devices whilst being introduced to different styles of digital art. This activity will show children how to find images using the internet. Children will learn to give sequences of instructions to control Bee-Bots (floor robot). Children will understand that instructions need to be given in a correct order.</p>
<p><b>Expressive Arts &amp; Design</b></p> <p><b>Aspects:</b> Exploring and using media and materials Being Imaginative</p> 	<p>Themed craft activities. Manipulate materials to achieve a planned effect. Understand that different media can be combined to create new effects. Use simple tools and techniques competently and appropriately. Select tools and techniques needed to shape, assemble and join materials they are using. Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Experimenting with collage materials to create different textures. Sewing and fabric collage. Learning to construct with a purpose in mind, using a variety of resources. Learning to create simple representations of events, people and objects. Choosing particular colours to use for a purpose when colouring and painting. Encouraging children to introduce a storyline or narrative into their play in the role play area; small world and outside play. Learning to play cooperatively as part of a group to develop and act out a narrative in our role play area. Learning to sing new songs and play musical instruments to sing and dance to.</p>

**TRIPS:** Jade Smith (NETT Trainee) begins her seven week block teaching practice on 13<sup>th</sup> May – 5<sup>th</sup> July; Walton Beach Trip; Wellie Walk to find summer, etc; Our assembly to parents