



FOUNDATION STAGE CURRICULUM OVERVIEW – AUTUMN TERM 2018

Topics: Colourful World / Festivals and Celebrations	
Areas of Learning and Development	
PRIME AREAS	<p>Personal, Social and Emotional Development </p> <p>Aspects: Self-confidence & self-awareness Managing feelings and behaviour Making relationships</p> <p>Encourage independence and self-confidence as the children settle into school. Through play and exploration, allow children to investigate and experience things and encourage and celebrate having a go. Engender active learning by encouraging the children to concentrate and keep on trying if they encounter difficulties and to enjoy achievements both individually and as a colour team. Allow the children to have and develop their own ideas; make links between ideas and develop strategies for doing things. Encourage children to play co-operatively with classmates; celebrating positive behaviour and language between peers and adults. Form positive relationships with all the adults in the school. Use Growth Mindset vocabulary and language to instil confidence in every child's learning. Individual daily opportunities to express feelings from experiences at home and school on the 'Feeling Tree.' Celebrating differences in physical appearance and the fact that we are unique and special. Build self-confidence to perform our Christmas play in December. British Values: RESPECT - for others, their feelings; property; self-respect; choices; RESPONSIBILITY – being trustworthy; following rules: people we know who are wise; famous people (role models) who have taken risks; learning from our mistakes and doing the right thing; taking care and pride of our belongings; WISDOM – thinking before acting and consider alternative actions; considering the consequences of our actions (focus on famous role models / cases); how to react if we disagree with another's point of view.</p>
	<p>Physical Development </p> <p>Aspects: 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 and through P.E. lessons. Learning to form recognisable letters using the cursive style of handwriting. Learning how to get changed in an organised fashion and then get dressed again for P.E. and Forest School. 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 (school) lunch and drinking as much water as we can every day.</p>
	<p>Communication and Language </p> <p>Aspects: Listening and Attention Understanding Speaking</p> <p>Encouraging children 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. Encouraging children 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.</p>
SPECIFIC AREAS	<p>Literacy </p> <p>Aspects: Reading Writing</p> <p>Enjoying reading books and stories on a daily basis as a class and individually. Encouraging the daily habit of reading at home. Getting to know the main characters of our reading scheme books – Mum, Dad, Kipper, Biff, Chip, Floppy, Wilf and Wilma. Children are beginning to demonstrate understanding when talking with others about what they have read. Assessment of phonological awareness and Phase 1. Daily phonics sessions in school to learn Phase 2 and 3 phonemes and graphemes and daily practicing at home with their phonics booklet. Learning to hear and say the initial sound in words. Learning to link sounds to letters, naming and sounding the letters of the alphabet. Beginning to read words and simple sentences. Children are being taught to form their letters by using our un-joined cursive style of handwriting. Children are learning to write their names correctly. Children are giving meaning to marks they make. Children are</p>

	learning how to segment the sounds in simple words and blend them together. Children are having a go at writing short sentences in meaningful contexts.
<p style="text-align: center;">Mathematics</p> <p>Aspects: Numbers Shape, space and Measures</p> 	<p>Physical Maths Sessions: counting forwards and backwards; ordering numbers, etc. Recognise numerals 1 to 5. Count up to three or four objects by saying one number for each item. Count actions or objects which cannot be moved. Count objects to 10 and beginning to count beyond 10. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Count an irregular arrangement of up to 10 objects. Estimate how many objects they can see and check by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Say the number that is one more or one less from a group of up to five objects, then ten objects. Match numbers of dots on a dice to numbers of fingers. Learn to play maths games. Learn number rhymes. Solving number problems through play. Children use everyday language to talk about size, weight, position and time to compare quantities and objects and to solve problems. Children recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children are beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical language to describe shapes. Children are learning to recognise names of days of the week.</p>
<p style="text-align: center;">Understanding the World</p> <p>Aspects: People and Communities The World Technology</p> 	<p>Children remember and talk about significant events in their own experience. Children are able to recognise and describe special times or events for family or friends particularly when exploring Festivals and Celebrations. Children 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. Children show that they enjoy joining in with family customs and routines. Children will be asked to comment about aspects of their familiar world such as the place where they live or the natural world. Children are learning to talk about some of the things they have observed such as plants, animals, natural and found objects through Forest School and Wellie Walks. Children will be learning to talk about why things happen and how things work through their exploratory play. Children will be encouraged to look closely at our similarities and differences as human beings through our Colourful World theme. Children will learn how to operate simple equipment; be given opportunities to play with technological toys in the role play area, or real objects such as cameras; complete a simple program on the computer; become familiar with what a computer is and what they can be used for; understand that devices respond to commands; talk about their use of ICT and other ways of finding information; understand that in addition to touch screens, a keyboard and mouse are tools for navigating a computer and entering text; play a variety of games that teach mouse control and techniques; retrieve and open digital files; use print function to print work; make children aware of some of the risks to using the internet; teach the children about personal information and that we must keep it safe.</p>
<p style="text-align: center;">Expressive Arts & Design</p> <p>Aspects: Exploring and using media and materials Being Imaginative</p> 	<p>Building a repertoire of songs for Harvest; Colourful World theme and the Christmas Play. Exploration of the different sounds of instruments. Exploring what happens when they mix colours for painting their portraits, etc. Experimenting with collage materials to create different textures. Understanding that different media can be combined to create new effects. Learning to manipulate materials to achieve a planned effect in the Making Corner and Creative Corner. Learning to construct with a purpose in mind, using a variety of resources. Learning to use simple tools and techniques competently and appropriately. Learning to create simple representations of events, people and objects when drawing and painting themselves and their family, focusing on basic physical attributes. 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.</p>

TRIPS: Forest School / Wellie Walks around the village / Mercury Theatre Pantomime