

## Foundation Curriculum Overview

Prime Areas		Autumn	Spring	Summer
Area of Learning	Aspect	Early Learning Goals		
<b>Personal, Social &amp; Emotional Development (PSED)</b>	<b>Understand how their actions can affect others</b>	<ul style="list-style-type: none"> <li>- Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Explain reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Show sensitivity to their own and others needs</li> <li>- control their immediate impulses when appropriate</li> </ul>		
	<b>Be confident to do things independently</b>	<ul style="list-style-type: none"> <li>- show an ability to follow instructions involving several ideas or actions</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Set and work towards simple goals, being able to wait for what they want</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>		
	<b>Build positive relationships</b>	<ul style="list-style-type: none"> <li>- Give focus and attention to what the teacher says, responding appropriately even when engaged in activity.</li> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> </ul>		
<b>Communication &amp; Language (CLL)</b>	<b>Ask a relevant question, respond with a relevant comment</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask questions to clarify their understanding</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>		
	<b>Communicate in a back and forth exchange with friends and relevant adults effectively</b>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Hold conversations when engaged in back and forth exchanges with their teachers and peer</li> </ul>		
	<b>Express ideas and feelings with confidence</b>	<ul style="list-style-type: none"> <li>- Makes comments about what they have heard</li> <li>- Express their ideas and feelings about their experiences using full sentences including use of past,</li> </ul>		

		present and future tenses and making use in conjunction, with modelling and support from the teacher.
<b>Physical Development (PD)</b>	<b>Hold a pencil confidently</b>	<ul style="list-style-type: none"> <li>- Holds a pencil effectively in preparation of fluent writing - using a tripod grip in almost all cases</li> <li>- Begin to show accuracy and care when drawing</li> </ul>
	<b>Use scissors effectively</b>	<ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul>
	<b>Awareness of my body to move in different ways confidently</b>	<ul style="list-style-type: none"> <li>- Negotiates space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrates strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
<b>Specific Areas</b>		
<b>Read Write Inc Scheme for Literacy</b>		
<b>Literacy</b>	<b>Talk about stories I have listened to and read</b>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate (where appropriate) key events of the story</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	<b>Read a simple story</b>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
	<b>Write a sentence</b>	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying the sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>
<b>Maths</b>	<b>Understand how to make numbers to 10</b>	<ul style="list-style-type: none"> <li>- Have a deep understanding of numbers to 10, including the composition of each number</li> <li>- Subitise (recognise quantities without counting) up to 5</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul>

	<b>Know the pattern of the counting system</b>	- Verbally count beyond 20, recognising the pattern of the counting system
	<b>Compare and explore different quantities</b>	- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and quantities can be distributed evenly.
<b>Understanding the World (K &amp; U)</b>	<b>Talk about things that have happened in the past</b>	- Talk about the lives of the people around them and their roles in society - Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in the class - Understand the past through settings, characters and events encountered in books read in class and story telling
	<b>Appreciate the diversity in our community and others</b>	- Know some similarities and differences between different religious and cultural communities in this country, drawing upon their experiences and what has been read in class.
	<b>Know about our immediate environment and beyond</b>	- Describe their immediate environment using knowledge and 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 of stories, non-fiction texts and (when appropriate) maps - Know some similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
	<b>Explore how things change</b>	- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - Explore the natural world around them, making observations and drawing pictures of animals and plants
<b>Expressive Arts &amp; Design (EAD)</b>	<b>Know about Artists and the techniques they use</b>	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Explain the processes they have used
	<b>Performs to audience</b>	- Share their creations - Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount narratives and stories with peers and their teachers - 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

<b>Science (K &amp; U)</b>	Exploring their environment Changes of state- Chapattis	Amazing animals- Recognise environments that are different from theirs. Explore magnets, ice melting	Minibeasts and habitats Lifecycles Growing, exploring the natural world around us. Making a boat that floats Changes of state- Lolly Making
<b>History (K &amp; U)</b>	My Family Portrait	Teddies, Old and New	Greta Thunberg
<b>Geography (K &amp; U)</b>	Seasons-seasonal change Autumn/Winter Hibernating animals,	Spring -Seasonal Change	Summer -Seasonal Changes Journey to Forest School Drawing maps of the school
<b>Music (E A D)</b>	Charanga Me My Stories	Charanga Everyone Our World	Charanga Big Bear Funk Reflect, Rewind & Replay
<b>Art (E A D)</b>	Make and decorate a clay Diya Lamp Kapow -Marvellous Marks	Colour Mixing and painting patchwork Elmers Kapow- Animal Sculptures Observational drawing and painting bears	Explore artist Matisse Kapow- Paint My world Natural Art
<b>Physical Education (P D)</b>	<b>Power of PE</b> -Multi-skills- Autumn <b>ARENA</b> -Gymnastics <b>ARENA</b> -Dance - Toys <b>Power of PE</b> -Multi skills - Winter Fine & Gross motor Skills	<b>Power of PE</b> - Jungle <b>ARENA</b> - Multi-skills – fundamentals 2 <b>ARENA</b> - Games 1 <b>ARENA</b> - Dance under the sea Fine & Gross motor Skills	<b>ARENA</b> - Multi-skills – fundamentals 1 <b>ARENA</b> - Fundamental Athletics 1 <b>Power of PE</b> -Minibeasts <b>ARENA</b> - Striking and fielding Sports Day activities
<b>Design and Technology (K &amp; U)</b>	Kapow Junk Modelling (independent learning in continuous provision)	Kapow- Hibernation Boxes (independent learning in continuous provision)	Kapow- Structures Boats (independent learning in continuous provision)
<b>Religious Education (PSED)</b>	Why is the word 'God' special to Christians? Why is Christmas special for Christians?	Why is Easter special for Christians? Being special: where do we belong?	Which places are special and why? Which stories are special and why?

<b>(K &amp; U)</b>	Celebrating Diwali	Celebrating Chinese New Year	
<b>PSHE (PSED)</b>	Jigsaw Being Me Celebrating differences	Jigsaw Dreams and Goals Healthy Me	Jigsaw Relationships Changing Me