Foundation stage Overview

Autumn Term

Nursery

Theme	Focused Text	Communication	Personal, Social and	Physical	Literacy	Mathematics	Understanding the	Expressive Art
		and Language	Emotional	Development			World	and Design
Who am I?	Cycle A	Enjoy listening to	Select and use	Continue to	Understand the	Fast recognise up	Use all their senses	Take part in
		longer stories and	activities and	develop their	5 key concepts	to 3 objects	in hands-on	simple and
	O Ladybird First Favourite Tales	can remember	resources, with help	movement,	about print	without having to	exploration of	pretend play,
	Gingerbread Man	much of what	when needed.	balancing,		count them	natural materials	using an
	D	happens		riding and ball	To develop	individually		object to
			To develop their sense	skills	phonological	(subitising)	Explore collections	represent
		Use a wider range	of responsibility and		awareness so		of materials with	something
		of vocabulary	membership of a	Go up steps and	that they can:	Recite numbers	similar and/or	else though
			community	stairs, or climb	spot and	past 5	different properties	they are not
Off we go!	Cycle B	To understand a		up apparatus,	suggest rhyme			similar
	,	question or	To become more	using alternate	and count and	Say one number	Talk about what	
	Whatever Next!	instruction that	outgoing with	feet	clap syllables in	for each item in	they see, using a	Explore
	VV ficite ver Thext:	has two parts,	unfamiliar people, in		a word	order	wide vocabulary	different
		such as "Get your	the safe context of	Use large-				materials
		coat and wait at	their setting	muscle	Engage in	Talk about and		freely in order
		the door."		movements to	extended	explore 2D shapes		to develop
			Increasingly follow	wave flags and	conversations	using informal		their ideas
	a Name of the last		rules, understanding	streamers,	about stories,	and mathematical		about how to
	Manufacture of the second of t	-	why they are	paint and make	learning new	language.		use them and
			important	marks	vocabulary	Make		what to make
				Use one		Make		Listen with
				handed tools		comparisons		increased attention to
				and equipment, for example		between objects		sounds
				•		(size, weight,		Sourius
				making snips in paper with		length and		Respond to
				scissors		capacity)		what they
				30133013		Begin to describe		have heard
						a sequence of		
						a sequence of		expressing

				Be increasingly independent in meeting their care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands thoroughly	events, real or fictional, using words such as firstthenetc		thoughts and feelings
Supporting texts			The Glour Mentle	Unit-the-flap Viry Tinst Questions and Antivers Ane Sen	One to Ten and Back Again Nick Sharatt Sue Heap	Monkey OWL BABIES State William Print Bland	
			I am TOO small for School			GOTHIE'S SOLUGIAN	
Key Activities	Cylce A	Role play area – various animal masks					
	Cycle B	Role play area – Sieve/fireplace					

Reception

Theme	Focussed Text	Communication	Personal, Social and	Physical	Literacy	Mathematics	Understanding the	Expressive Art
		and Language	Emotional	Development			World	and Design
Who am I?	Cycle A	To understand	See themselves as a	Revise and	Read individual	Maths no	Name and describe	Explore, use
		how to listen	valuable individual	refine the	letters by saying	problem units:	people who are	and refine a
	Gingerbread	carefully and why		fundamental	the sounds for	 Matching 	familiar to them	variety of
	Gingerbread	listening is	Build constructive	movement skills	them	Sorting		artistic effect
		important	and respectful	they have	Read a few	 Comparing 	Comment on images of	to express
			relationships	already	common	and ordering	familiar situations in	their ideas and
		Engage in non-		acquired –	exception words	 AB patterns 	the past	feelings
		fiction books		rolling, walking,	matched to ELS	 Composition 		
		Learn new		running,	programme	of numbers to 5	Understand some	Develop
Off we go!	Cycle B	vocabulary		skipping,		• Time	places are special to	storylines in
	, , , , ,			crawling,	Form lowercase	 Positional 	members of their	their pretend
	THE RESERVE OF THE PARTY OF THE	Use new		jumping,	and capital	Language	community	play
	Whatever Next!	vocabulary		hopping,	letters correctly	• 2D shapes		
	Jan Marphy	through the day		climbing.			Recognise that people	Sing in a group
							have different beliefs	or on their
		To articulate		Develop their			and celebrate special	own
		their ideas and		small motor			times in different ways	increasing
	A Bally	thoughts in well-		skills so that				matching the
		formed		they can use a			Understand the effect	pitch and
		sentences		range of tools			of the changing	following the
				competently,			seasons on the natural	melody
		Engage in story		safely and			world around them	
		times		confidently				Explore and
								engage in
		Retell the story		Use their core				music making
		once they have		muscle strength				and dance
		developed a		to achieve a				performing
		deep familiarity		good posture				solo or in
		with the text;		when sitting at				groups
		some as the		a table or sitting				
		exact repetition		on the floor				
		and some in their						
		own words		Know and talk				
				about different				
				factors that				

		Learn rhymes, poems and songs Develop social phrases Listen carefully to rhymes and songs paying attention to how they sound		support their overall health and wellbeing: Sensible amounts of screen time, having a good sleep routine				
Supporting texts			The Clear Ments The Cl	With the flep Very tirst Questions on Anovers And Re Se		One to Ten and Back Again Nick Sharett Sue Heap	Monkey Own Babies Fel Zeither blane withard	
Key Activities	Cylce A	Role play area – various animal masks						
	Cycle B	List what to take to the moon Role play area –	Introduction to My Happy Mind – Meet my brain	Begin Yoga Hand washing with school	Begin ELS	Begin Maths No Problem	Autumn walk around school grounds Macmillan Coffee	Make a moon and a rocket
		Sieve/fireplace		nursing team			Morning	

	Introduction to			Prepare a
	Feelings Flowers		Bonfire night	picnic to take
				to the moon
			Remembrance day	
				Make "special
			Diwali	people"
				models
			Heritage day	
				3D transport
			Children in Need	
				Calendars
			Christmas	

Spring Term

Nursery

Theme	Focussed Text	Communication	Personal, Social	Physical	Literacy	Mathematics	Understanding the	Expressive Art
		and Language	and Emotional	Development			World	and Design
Amazing	Cycle A	Pay attention to	Help to find	Skip, hop, stand	Use some of	To know the last	Begin to make sense	Make
Nature		more than one	solutions for	on one leg and	their print and	number reached,	of their own life-	imaginative and
	ENORMOUS	thing at a time	conflicts and	hold a pose for a	letter	when counting a	story and family's	complex 'small
	TURNIP		rivalries	game like musical	knowledge in	small set of objects,	history	worlds' with
	a see	To understand		statues	their early	tells you how many		blocks and
		'why' questions	Develop		writing	there are in total	Show interest in	construction
		like "Why do you	appropriate ways	Start taking part in			occupations	kits such as a
	STATE OF REAL PROPERTY.	think the	of being assertive	some group	To write some	Show 'finger		city with
	THEYEN	caterpillar got		activities which	letters	numbers' up to 5	Plant seeds and care	different
	CATEROULAE	fat?"	Begin to	they have made	accurately		for growing plants	buildings and a
			understand how	up for themselves		Link numerals and		park
		To sing a	others might be	or in teams	Develop their	amounts for	Understand the key	
	ATT.	repertoire of	feeling		phonological	example showing	features of a life	To develop their
		songs		Are increasing	awareness so	the right number of	cycle of a plant and	own ideas and
	Cycle B			able to use and	that they can:		an animal	decide which

Ready,	Little Red Hen	To develop their		remember	recognise	objects to match		materials to use
Steady	A Delemaly Form	communication		sequences and	words with	the numeral up to 5	Begin to understand	to express them
Cook!				patterns of	the same		the need to respect	
		To use longer		movement which	initial sounds	To solve real world	and care for the	Create closed
	Jonathan J	sentences of 4 to		are related to	such as	mathematical	natural environment	shapes with
	Allen	6 words		music and rhythm	money and	problems with	and all living things	continuous lines
					mother	numbers up to 5		and begin to use
		Can start a		Use a comfortable		To use position	Talk about the	these shapes to
		conversation with		grip with good		through words	differences between	represent
		an adult or a		control when		alone, for example:	materials and	objects
		friend and		holding pens and		The bag is under	changes they notice	
		continue it for		pencils		the table		Explore colour
		many turns						and colour
				Show a				mixing
				preference for a				
				with dominant				Remember and
				hand				sing entire
								songs
				To be increasingly				
				independent as				Sing the pitch of
				they get dressed				a tone sung by
				and undressed for				another person
				example; putting				
				coats on a doing				Sing the melodic
				up zips				shape (moving
								melody such as
								up and down,
								down and up) of
								familiar songs
Supporting			MORAG HOOD Colin and Lee			Hello!	One 🔞	
texts			Carrot and Pea			A COUNTING BOOK	Snowy	
							Night	
							M. Christina Butler Time Mechanghton	
						HOUS KORMAN • BARROUX	THE PARTY OF THE P	

		Iris and Isaac Calette Anner		Sam Usher Seedling	
Key Activities	Cylce A Cycle B				

Reception

Theme	Focussed Text	Communication	Personal, Social	Physical	Literacy	Mathematics	Understanding	Expressive Art
		and Language	and Emotional	Development			the World	and Design
Amazing	Cycle A	To use new	Identify and	Confidently and	Blend sounds	Maths no problem	Compare and	Return to and
Nature		vocabulary in	moderate their	safely use a	into words so	units:	contrast	build on their
	ENORMOUS TURNIP	different contexts To ask questions to	own feelings Manage their	range of small and large apparatus	that they can read short words made up of	 2D shapes Positional language	characters from stories, including figures from the	previous learning, refining ideas
	The second second	find out more and to check they understand what	own needs	indoors and outside, alone and in a group	known letter sounds correspondences	Counting and orderingAddition	past	and developing their ability to represent them

Ready, Steady, Cook!	Cycle B Thirtle Red Hen A Downlast Forg Frog Bar	has been said to them To listen to and talk about stories to build familiarity and understanding		Know and talk about different factors that support their overall health and well being: healthy eating, regular physical activity	Read some letter groups that each represent one sound and say sounds for them Spell words by identifying the sounds and then writing the sound with letter/s Read simple phrases and sentence made up of words with known letter-sound correspondences and, where necessary, a few exception words	 Comparing and ordering Capacity Patterns Measuring length and height 3D shapes 	Explore the natural world around them Describe what they see, hear and feel whilst outside	Create collaboratively sharing ideas, resources and skills Explore and engage in music making and dance, performing solo or in groups
Supporting texts			MORAG HOOD Colin and Lee Carrot and Pea Iris and Isaac Calence June			HELLO! A COUNTING BOOK OF KINDNESSES HOUSS KORMAN - GARROUX	One Snowy Night M. Character Share	

				Sam Usher SNO The Seedling the distribute green	
Key	Cylce A				
Activities	Cycle B			Cleaning pennies experiement Chinese new year Dunking biscuits experiment Internet safety day Careers week Paper aeroplane test Mother's day Life cycle of a hen	Polar bear cupcakes Making bread Make windmills

Summer Term

Nursery

Theme	Focussed Text	Communication	Personal, Social	Physical	Literacy	Mathematics	Understanding the	Expressive Art
		and Language	and Emotional	Development			World	and Design
All	Cycle A	To know many	Talk with others to	To match their	Write some or	Compare	Explore how things	Join different
Creatures		rhymes, be able to	solve conflicts	developing	all of their name	quantities using	work	materials to
Great and	Old MacDonald	talk about familiar		physical skills to		language; more		explore
Small	had a Farm	books and be able	To talk about their	tasks and	Continue to	than, fewer than	Explore and talk	different
	of m	to tell a long story	feelings using	activities in the	develop their		about different	textures
	A CONTRACTOR		words like happy,	setting	phonological	Experiment with	forces they can	
		Develop their	sad, angry or		awareness in	their own symbols	feel	Draw with
		pronunciation of	worried	Choose the	line with the ELS	and marks as well		increasing
		sounds and		right resources	programme	as numerals	Continue to	complexity and
	Dear Zoo	multisyllabic words	Play with one or	to carry out			develop positive	detail such as
	Deal 200	such as pterodactyl	more other	their own plan		Describe a familiar	attitudes about	representing a
		and hippopotamus	children extending			route	the differences	face with a
	FARM ZOO		and elaborating	Collaborate			between people	circle and
		To be able to	play ideas	with others to		Discuss route and		including
	Rod Campbell	express a point of		manage large		locations using	Know there are	details
		view and debate	Show more	items such as		words like 'in front	different countries	
	Cycle B	when they disagree	confidence in new	moving a long		of' and 'behind'	in the world, talk	Show different
The Land	•	with an adult or a	social situations	plank safely			about differences	emotions in
of Make	BURNESMI SA A A A A A A AA AA AA AA AA AA AA AA	friend, commas				Talk about and	experienced or	their drawings
Believe	lar #	using words as well	Do not always	To eat		identify patterns	seen in photos and	and paintings
	Nursery	as actions	need an adult to	independently		around them	the differences in	like happiness,
	Rhymes		remind them of a	learning how to			life in these	sadness etc
		To use talk to	rule	use a knife and		Extend and create	countries	
	44444444444444444444444444444444	organise		fork		ABAB patterns		Create their
		themselves and				_		own songs or
		their play for		To make		Notice and correct		improvise one
		example: Let's go		healthy choices		an error in a		they know
		on a bus you sit		about food,		repeating pattern		
		there I'll be the		drink, activity				
		driver		and tooth		Select shapes		Play
				brushing		appropriately (flat		instruments
						surfaces for		with increasing
						building, a		control to

				triangular prism		express their
				for a roof etc)		feelings and
						ideas
				Combine shapes to		
				make new ones;		Use drawing to
				an arch, a bigger		represent ideas
				triangle etc		like movement
						or loud noises
						Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc
SUNNY SIDE UP	One Little Word				A STROLL THROUGH THE SEASONS White the seasons of	ART Buff (miller - Fina kinks)
	BOAT ANT RUST IN SUNNY	BOAT Word NATE REAL IN N.Y	BOAT Word NOT PERFECT IN	BOAT MORE Word	GOAT STOAT One Lutte BOAT SUNNY for a roof etc) Combine shapes to make new ones; an arch, a bigger triangle etc	GOAT STOAT ONE LITTLE BOAT STOAT STOAT ONE LITTLE STOAT STOAT STOAT ONE LITTLE STOAT ONE LITTLE

				wto The Wild	
Key	Cylce A				
Activities	Cycle B				

Reception

Theme	Focussed Text	Communication	Personal, Social and	Physical	Literacy	Mathematics	Understanding the	Expressive Art
		and Language	Emotional	Development			World	and Design
All	Cycle A	Connect one idea	Show resilience and	Progress	Re-read books to	Maths no	Talk about	Listen
Creatures		or action to	perseverance in the	towards a	build confidence	Problem units:	members of their	attentively,
Great and	-11 MacD	another using a	face of challenge	fluent style of	in word reading,	 Counting on 	immediate family	move to and
Small	Old MacDonald had a Farm	range of		moving, with	fluency,	to	and community	talk about music
	maar arm	conjunctions	Think about the	developing	understanding	add		expressing their
	4000		perspectives of	control and	and enjoyment	 Counting 	Recognise some	feelings and
		Articulate their	others	grace		back	similarities and	responses
	0	ideas and thoughts			Write short	to subtract	differences	
		in well-formed	Express their feelings	Develop	sentences with	Counting to	between life in this	Watch and talk
		sentences	and consider the	overall body	words and known	20	country and life in	about dance
	Dear Zoo		feelings of others	strength,	letter sound		other countries	and
	A	Describe events in		coordination,	correspondences	20008		performance art
	FRIT TOO	some detail		balance and	using a capital	Halving and	Draw information	expressing their
	200	Joine detail		agility needed	letter and a full	• sharing	from a simple map	feelings and
		Use talk to help		to engage	stop	 Odds and 	monia simple map	responses
	Rod Campbell	work out problems		successfully	Stop	evens	Recognise some	Теэропэез
		and help organise		with future	Re-read what	Mass	environments that	
The Land	Cycle B					 Volume and 	are different to the	
	Cycle B	thinking and		physical	they have written	 capacity 		
of Make		activities. Explain		education	to check it makes	 Money 	one in which they	
Believe		how things work		session sand	sense	• Data	live	
		and why they		other physical		Word		
		might happen		disciplines		problems		
				including		hionicilis		

	Listen to and talk	dance,		
SCHRENN G SA A & B A BA BA BA	about selected	gymnastics,		
	non-fiction to	sport and		
Nursery ~	develop a deep	swimming		
Rhymes	familiarity with			
Militar	new knowledge	Combine		
7 ** ** ** ** ** ** ** ** ** ** ** ** **	and vocabulary	different		
***************************************	1	movements		
		with ease and		
		fluency		
		Further		
		develop and		
		refine a range		
		of ball skills		
		including		
		throwing,		
		catching,		
		kicking,		
		passing,		
		batting and		
		aiming		
		Develop the		
		foundations of		
		a handwriting		
		style which is		
		fast, accurate		
		and efficient		
		Know and talk		
		about the		
		different		
		factors that		
		support their		
		overall health		
		and wellbeing:		
		tooth-brushing		
		and being a		
		and some		

Supporting texts SUNNY SIDE LINE SUNNY SIDE L	texts	BOAT MANY AND THE	One Little Word	safe pedestrian Further develop the skills they need to manage the school day successfully; lining up and queuing, personal hygiene, meal times		A STROLL THROUGH THE SEASONS WITH THE SEASONS	Tuna Color Loves ART Tour Courts Final limites
activities Cycle B							

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	Communication and	Personal, Social and	Physical	Literacy	Mathematics	Understanding the	Expressive Art and
	Language	Emotional	Development			World	Design
ELG							
	Listening, Attention and	Self-regulation:	Gross Motor Skills:	Comprehension:	Number:	Past and present:	Creating with
	Understanding:						materials:
		Show an	Negotiate space	Demonstrate	Have a deep	Talk about the lives	
	Listen attentively and	understanding of	and obstacles	understanding of	understanding of	of the people	Safely use and
	respond to what they hear	their own feelings	safely, with	what has been read	number to 10,	around them and	explore a variety of
	with relevant questions,	and those of others,	consideration for	to them by retelling	including the	their roles in	materials, tools and
	comments and actions when	and begin to regulate	themselves and	stories and	composition of	society.	techniques,
	being read to and during	their behaviour	others.	narratives using	each number.		experimenting with
	whole class discussions and	accordingly.	Demonstrate	their own words		Know some	colour, design,
	small group interactions.		strength, balance	and recently	Subitise (recognise	similarities and	texture, form and
		Set and work towards	and coordination	introduced	quantities without	differences	function.
	Make comments about what	simple goals, being	when playing.	vocabulary.	counting) up to 5.	between things in	
	they have heard and ask	able to wait for what				the past and now,	Share their
	questions to clarify their	they want and	Move energetically,	Anticipate (where	Automatically recall	drawing on their	creations,
	understanding.	control their	such as running,	appropriate) key	(without reference	experiences and	explaining the
		immediate impulses	jumping, dancing,	events in stories.	to rhymes,	what has been read	process they have
	Hold conversation when	when appropriate.	hopping, skipping	_	counting or other	in class.	used.
	engaged in back-and-forth		and climbing.	Use and	aids) number bonds		
	exchanges with their teacher	Give focused		understand	up to 5 (including	Understand the	Make use of props
	and peers.	attention to what the	Hold a pencil	recently introduced	subtraction facts)	past through	and materials when
		teacher says,	effectively in	vocabulary during	and some number	settings, characters	role playing
	Speaking:	responding	preparation for	discussions about	bonds to 10,	and events	characters in
		appropriately even	fluent writing –	stories, nonfiction,	including double	encountered in	narratives and
	Participate in small group,	when engaged in	using the tripod	rhymes and poems	facts.	books read in class	stories.
	class and one-to-one	activity, and show an	grip in almost all	and during role		and storytelling.	
	discussions, offering their	ability to follow	cases.	play.	Numerical		Being imaginative
	own ideas, using recently	instructions involving			Patterns:	People, Culture	and expressive:
	introduced vocabulary.	several ideas or	Fine Motor Skills:	Word Reading:		and Communities:	
	0.00	actions.			Verbally count		Invent, adapt and
	Offer explanations for why		Use a range of		beyond 20,	Describe their	recount narratives
	things might happen, making		small tools,			immediate	

use of recently introduced	Managing Self:	including scissors,		recognising the	environment using	and stories with
vocabulary from stories,		paintbrushes and	Say a sound for	pattern of the	knowledge from	peers and their
non-fiction, rhymes and	Be confident to try	cutlery.	each letter in the	counting system.	observation,	teacher.
poems when appropriate.	new activities and		alphabet and at		discussion, stories,	
	show independence,	Begin to show	least 10 digraphs.	Compare quantities	non-fiction texts	Sing a range of
Express their ideas and	resilience and	accuracy and care		up to 10 in	and maps.	well-known nursery
feelings about their	perseverance in the	when drawing.	Read words	different contexts,		rhymes and songs.
experiences using full	face of challenge.		consistent with	recognising when	Know some	
sentences, including use of			their phonic	one quantity is	similarities and	Perform songs,
past, present and future	Explain the reasons		knowledge by	greater than, less	differences	rhymes, poems and
tenses and making use of	for rules, know right		sound-blending.	than or the same as	between different	stories with others,
conjunctions, with modelling	from wrong and try			the other quantity.	religious and	and (when
and support from their	to behave		Read aloud simple		cultural	appropriate) try to
teacher	accordingly.		sentences and	Explore and	communities in this	move in time with
			books that are	represent patterns	country, drawing	music.
	Manage their own		consistent with	within numbers up	on their	
	basic hygiene and		their phonic	to 10, including	experiences and	
	personal needs,		knowledge,	evens and odds,	what has been read	
	including dressing,		including some	double facts and	in class.	
	going to the toilet		common exception	how quantities can		
	and understanding		words.	be distributed	Explain some	
	the importance of			equally.	similarities and	
	healthy food choices.		Writing:		differences	
					between life in this	
	Building		Write recognisable		country and life in	
	Relationships:		letters, most of		other countries,	
			which are correctly		drawing on	
	Work and play		formed.		knowledge from	
	cooperatively and		Corollondo b		stories, non-fiction	
	take turns with		Spell words by		texts and (when	
	others.		identifying sounds		appropriate) maps.	
			in them and			
	Form positive		representing the		The Natural World:	
	attachments to		sounds with a letter			
	adults and		or letters.		Explore the natural	
	friendships with		Mrito cino al c		world around	
	peers.		Write simple		them, making	
I	1	i .	i nnracec and	1	1	i

phrases and

observations and

Show sensitivity to	sentences that can	drawing pictures of
their own and to	be read by others.	animals and plants.
others' needs.		
		Know some
		similarities and
		differences
		between the
		natural world
		around them and
		contrasting
		environments,
		drawing on their
		experiences and
		what has been read
		in class.
		Understand some
		important
		processes and
		changes in the
		natural world
		around them,
		including the
		seasons and
		changing states of
		matter.