
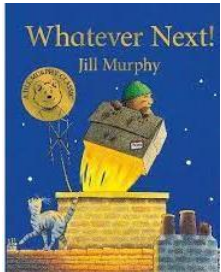


# Foundation stage Overview


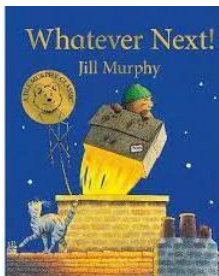
Autumn Term

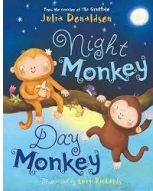
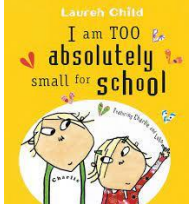
Nursery

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

				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 first...then...etc		thoughts and feelings
Supporting texts			   		   			
Key Activities	Cycle A	Role play area – various animal masks						
	Cycle B	Role play area – Sieve/fireplace						

Reception

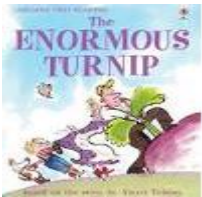

Theme	Focused Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Who am I?  Off we go!	<p><b>Cycle A</b></p> 	<p>To understand how to listen carefully and why listening is important</p> <p>Engage in non-fiction books Learn new vocabulary</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p>	<p>Revise and refine the fundamental movement skills they have already acquired – rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p>	<p>Read individual letters by saying the sounds for them Read a few common exception words matched to ELS programme</p> <p>Form lowercase and capital letters correctly</p>	<p>Maths no problem units:</p> <ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting</li> <li>• Comparing and ordering</li> <li>• AB patterns</li> <li>• Composition of numbers to 5</li> <li>• Time</li> <li>• Positional Language</li> <li>• 2D shapes</li> </ul>	<p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Understand some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing seasons on the natural world around them</p>	<p>Explore, use and refine a variety of artistic effect to express their ideas and feelings</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own increasing matching the pitch and following the melody</p> <p>Explore and engage in music making and dance performing solo or in groups</p>
	<p><b>Cycle B</b></p> 	<p>Use new vocabulary through the day</p> <p>To articulate their ideas and thoughts in well-formed sentences</p> <p>Engage in story times</p> <p>Retell the story once they have developed a deep familiarity with the text; some as the exact repetition and some in their own words</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Know and talk about different factors that</p>					

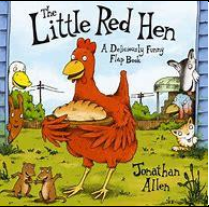
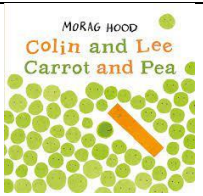
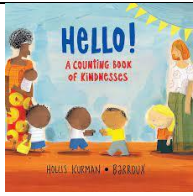
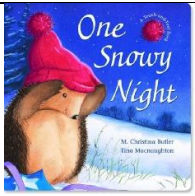
		<p>Learn rhymes, poems and songs</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>		<p>support their overall health and wellbeing: Sensible amounts of screen time, having a good sleep routine</p>				
Supporting texts			       					
Key Activities	Cycle A	Role play area – various animal masks						
	Cycle B	<p>List what to take to the moon</p> <p>Role play area – Sieve/fireplace</p>	<p>Introduction to My Happy Mind – Meet my brain</p>	<p>Begin Yoga</p> <p>Hand washing with school nursing team</p>	Begin ELS	Begin Maths No Problem	<p>Autumn walk around school grounds</p> <p>Macmillan Coffee Morning</p>	Make a moon and a rocket

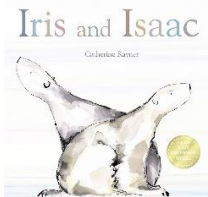
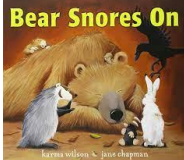
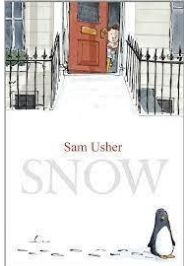
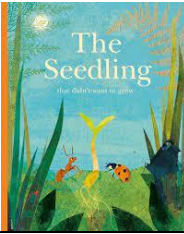
			Introduction to Feelings Flowers				Bonfire night Remembrance day Diwali Heritage day Children in Need Christmas	Prepare a picnic to take to the moon  Make “special people” models  3D transport  Calendars
--	--	--	----------------------------------	--	--	--	---	---

## Spring Term

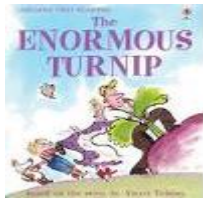
### Nursery


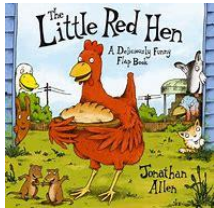
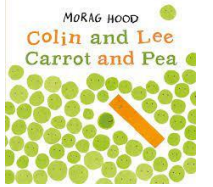
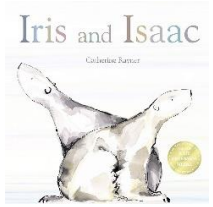
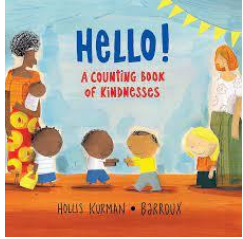
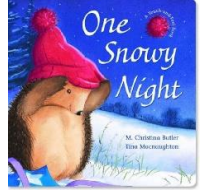
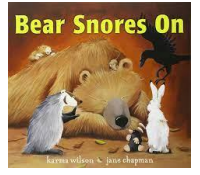
Theme	Focussed Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Amazing Nature	<p><b>Cycle A</b></p>   <p><b>Cycle B</b></p>	<p>Pay attention to more than one thing at a time</p> <p>To understand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

<p><b>Ready, Steady Cook!</b></p>		<p>To develop their communication</p> <p>To use longer sentences of 4 to 6 words</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p>		<p>remember sequences and patterns of movement which are related to music and rhythm</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a with dominant hand</p> <p>To be increasingly independent as they get dressed and undressed for example; putting coats on a doing up zips</p>	<p>recognise words with the same initial sounds such as money and mother</p>	<p>objects to match the numeral up to 5</p> <p>To solve real world mathematical problems with numbers up to 5</p> <p>To use position through words alone, for example: The bag is under the table</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Talk about the differences between materials and changes they notice</p>	<p>materials to use to express them</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Explore colour and colour mixing</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</p>
<p><b>Supporting texts</b></p>								

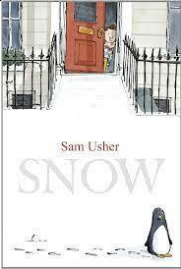
							  	
<b>Key Activities</b>	Cycle A							
	Cycle B							

### Reception

Theme	Focussed Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<b>Amazing Nature</b>	<b>Cycle A</b> 	<p>To use new vocabulary in different contexts</p> <p>To ask questions to find out more and to check they understand what</p>	<p>Identify and moderate their own feelings</p> <p>Manage their own needs</p>	<p>Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group</p>	<p>Blend sounds into words so that they can read short words made up of known letter sounds</p> <p>correspondences</p>	<p>Maths no problem units:</p> <ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• Positional language</li> <li>• Counting and ordering</li> <li>• Addition</li> </ul>	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>

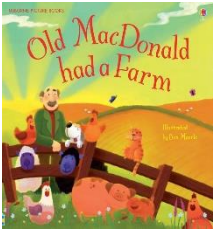
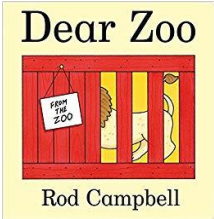
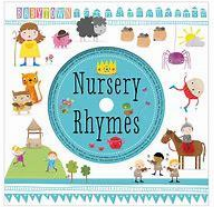
<p><b>Ready, Steady, Cook!</b></p>	 <p><b>Cycle B</b></p> 	<p>has been said to them</p> <p>To listen to and talk about stories to build familiarity and understanding</p>		<p>Know and talk about different factors that support their overall health and well being: healthy eating, regular physical activity</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Read simple phrases and sentence made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<ul style="list-style-type: none"> <li>• Comparing and ordering</li> <li>• Capacity</li> <li>• Patterns</li> <li>• Measuring length and height</li> <li>• 3D shapes</li> </ul>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
<p><b>Supporting texts</b></p>		 				 		




							 	
<b>Key Activities</b>	Cycle A							
	Cycle B						<p>Cleaning pennies experiment</p> <p>Chinese new year</p> <p>Dunking biscuits experiment</p> <p>Internet safety day</p> <p>Careers week</p> <p>Paper aeroplane test</p> <p>Mother's day</p> <p>Life cycle of a hen</p>	<p>Polar bear cupcakes</p> <p>Making bread</p> <p>Make windmills</p>

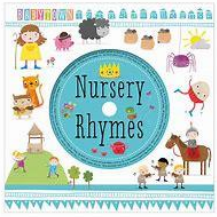
Summer Term

Nursery

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

						<p>triangular prism for a roof etc)</p> <p>Combine shapes to make new ones; an arch, a bigger triangle etc</p>		<p>express their feelings and ideas</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc</p>
Supporting texts		 					 	





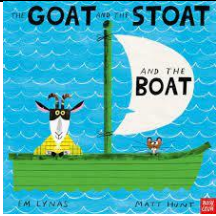
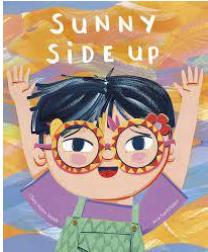


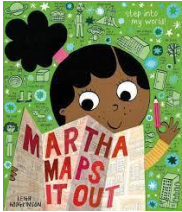


Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

dance, gymnastics, sport and swimming

Combine different 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

				<p>safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully; lining up and queuing, personal hygiene, meal times</p>				
Supporting texts		 					  	
Key activities	<p>Cycle A</p> <p>Cycle B</p>							

--	--	--	--	--	--	--	--	--

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

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



		Show sensitivity to their own and to others' needs.		sentences that can be read by others.		drawing pictures of animals and plants.  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.	
--	--	---	--	---------------------------------------	--	---	--