



# Curriculum Overview 2020-21

# Year: Foundation Stage

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

|                                     | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>  |
|-------------------------------------|--|---|---|---|---|--|
| <b>Church school value</b>          | Truth  | Compassion  | Perseverance  | Trust   | Forgiveness   | Peace  |
| <b>British value</b>                | Democracy  | Mutual respect  | Tolerance of other beliefs  | Mutual respect  | Individual Liberty  | All British Values                                     |
| <b>Theme</b>                        | Who am I?  | Celebrations  | Heroes  | Growing   | Traditional Tales   | Minibeasts   |
| <b>Communication &amp; language</b> | Baseline assessments<br>Daily singing – nursery rhymes<br>Action songs<br>Daily story time<br><br>Neli assessments | Speak in front of group/class<br>Sing songs - nativity<br><br>Neli intervention | Ask questions to find information<br>Listen and respond to answers<br><br>Neli intervention | Talk for writing<br>Discussing changes in the environment<br>Describe textures/taste/smells<br>Retell stories<br>Sing familiar songs<br>Making choices<br>Neli intervention | Story language<br>Talk for writing<br>Retelling stories<br>Descriptions – adjectives<br>Neli intervention | Rhyming<br>Retelling<br>Role play<br>Neli intervention |

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| <b>Physical development</b>                       | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>PE - Body Management</p> <p>Catch balls<br/>Developing independence in self-care – toileting<br/>Developing control over gross movements.<br/>Marking making – fine motor</p> | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>PE - Gymnastics</p> <p>Marking making – fine motor</p> <p>Name Writing<br/>Pencil and scissor skills</p> | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>PE - Manipulation and coordination</p> <p>Marking making – fine motor</p> <p>Name Writing<br/>Pencil and scissor skills</p> | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>PE - Dance</p> <p>Safe use of equipment<br/>Developing control over gross movements and negotiating space.<br/>One handed tools and tripod grip of pencil – fine motor</p> | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>Cooperation and problem solving</p> <p>One handed tools and tripod grip of pencil – fine motor<br/>Safe use of equipment<br/>Developing control over gross movements and negotiating space</p> | <p>Gross motor<br/>Bikes, climbing frame, balance beam, scooters, tyres.</p> <p>Speed, Agility, Travel</p> <p>Writing<br/>Writing words<br/>Writing sentences</p> |
| <b>Personal, social and emotional development</b> | <p>Settling in<br/>Building relationships<br/>Social interactions</p>   | <p>Building confidence<br/>Dealing with conflict<br/>Dealing with change</p> <p>Turn taking</p>  | <p>Independence<br/>Empathy<br/>Feelings<br/>Learning about others</p>  | <p>Caring for others<br/>Changes in our bodies</p>   | <p>Healthy bodies<br/>Healthy minds</p>  | <p>Preparing for next year<br/>Transition</p>   |
| <b>Reading</b>                                    | <p>Baseline assessments<br/>Phonics<br/>Rhyming<br/>Daily story time</p>  | <p>Listen to daily stories<br/>Individual readers<br/>Phonics</p>  | <p>Retell traditional tales<br/>Talk for writing<br/>Freeze frame<br/>Find information from non-fiction books.<br/>Phonics</p>  | <p>Awareness of rhyme and alliteration<br/>Jack and the beanstalk<br/>Talk for writing - sequence story, instructions.<br/>Bible stories<br/>Phonics</p>   | <p>Story structure and characters<br/>Talk for writing<br/>Story sequencing<br/>Phonics<br/>Traditional Tales</p>  | <p>Retell stories<br/>Research spiders<br/>Non-fiction books<br/>Phonics<br/>Read rhyming words</p>   |

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| <p style="text-align: center;"><b>Writing</b></p>                 | <p>Baseline Assessments<br/>Writing area<br/>Colouring<br/>Mark making opportunities<br/>Pencil control<br/>Children self registering<br/>Name writing</p>              | <p>Writing area<br/>Colouring<br/>Mark making opportunities<br/>Pencil control<br/>Writing patterns<br/>Design and label an alien<br/>Design a space rocket (label)<br/>What would I take to space?<br/>Recount Planetarium visit</p> <p>Sentence about the nativity<br/>Write a sentence and label a picture (nativity)<br/>Write a letter to Santa<br/>Speech bubbles</p> | <p>Holiday recount<br/>What would I like to be when I grow up<br/>Describe a character<br/>Design a super hero<br/>Retell story<br/>Character description<br/>Instructions for making porridge</p> | <p>Instructions – planting a bean<br/>Signs of spring – what can we find?<br/>Retell stories – Jack and the beanstalk<br/>Story mapping<br/>Easter recount</p> | <p>Labelling pictures<br/>Writing sentences<br/>Writing rhyme<br/>Capital letters/full stops<br/>Traditional Tales<br/>Read write inc Get writing</p> | <p>Write facts about minibeasts<br/>Retell stories<br/>Food chains<br/>Minibeast factfile</p>  |
| <p style="text-align: center;"><b>Mathematics</b></p>             | <p><u>Baseline: Getting to know your learners</u></p> <p>Numbers:<br/>Counting and recognition</p> <p>Shape, space and measures:<br/>2D shape<br/>Days of the week.</p> | <p>Numbers:<br/>Counting and recognition<br/>1:1 correspondence<br/>Identifying quantities<br/>More and less.</p> <p>Shape, space and measures:<br/>Nursery - 2D shape<br/>Days of the week.</p> <p>Money</p>   | <p>Numbers:<br/>Counting and recognition<br/>Numbers:<br/>Addition and Subtraction</p> <p>Shape, space and measures:<br/>Size, weight and capacity</p>   | <p>Numbers:<br/>Counting and recognition</p> <p>Shape, space and measures:<br/>3D shape<br/>Shape, space and measures:<br/>Time</p>                            | <p>Numbers:<br/>Counting and recognition<br/>Numbers:<br/>Addition and Subtraction<br/>Numbers:<br/>Doubling, halving and sharing</p>                 | <p>Numbers:<br/>Counting and recognition<br/>Nursery - problem solving</p> <p>Shape, space and measures:<br/>Position and direction</p> <p>Shape, space and measures:<br/>Time<br/>Consolidation/assessments</p> |
| <p style="text-align: center;"><b>Understanding the world</b></p> | <p>Re: Unit 1 Myself</p> <p>My Family<br/>Local area<br/>Homes</p>  | <p>RE: Unit 3/4 - special people to me</p> <p>Family customs<br/>Bonfire night<br/>Diwali<br/>Christmas</p>   | <p>RE: Unit 11 our special books</p> <p>Space<br/>Fire, police, nurse visits<br/>Learning about other people</p>   | <p>RE: Easter</p> <p>Plants<br/>Gardening<br/>Changes in the environment</p>   | <p>RE: Creation Why is the word God so important?</p> <p>Different environments<br/>Book settings</p>   | <p>RE: Unit 7 Our beautiful world</p> <p>Minibeasts<br/>Habitats</p>   |

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| <b>Expressive arts and design</b> | <p style="text-align: center;">Drawing</p> <p>Me! - explore: growing, homes, colour, toys, how I look</p> | <p style="text-align: center;">Painting</p> <p>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> | <p style="text-align: center;">Collage</p> <p>Everyone! - explore: family, friends, people and music from around the world</p> | <p style="text-align: center;">Textiles</p> <p>Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p> | <p style="text-align: center;">Printing</p> <p>Big Bear Funk - A Transition Unit: <sup>[1]</sup><sub>SEP</sub>1. Listen and appraise</p> <p>Singing, improvising and playing classroom instruments 3. Perform and Share</p> | <p style="text-align: center;">3D</p> <p>Reflect, Rewind and Replay: Consolidation of learning and contextualizing the history of music.</p> |
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