

Foundation Curriculum Overview

Prime Areas		AUTUMN	SPRING	SUMMER
Area of Learning	Aspect	Early Learning Goals		
Personal, Social & Emotional Development (PSED)	Understand how their actions can affect others	<ul style="list-style-type: none"> - Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Explain reasons for rules, know right from wrong and try to behave accordingly - Show sensitivity to their own and others needs - control their immediate impulses when appropriate 		
	Be confident to do things independently	<ul style="list-style-type: none"> - show an ability to follow instructions involving several ideas or actions - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Set and work towards simple goals, being able to wait for what they want - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 		
	Build positive relationships	<ul style="list-style-type: none"> - Give focus and attention to what the teacher says, responding appropriately even when engaged in activity. - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers 		
Communication & Language (CLL)	Ask a relevant question, respond with a relevant comment	<ul style="list-style-type: none"> - 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. - Ask questions to clarify their understanding - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 		

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Communicative Development (CD)	Communicate in a back and forth exchange with friends and relevant adults effectively	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Hold conversations when engaged in back and forth exchanges with their teachers and peers
	Express ideas and feelings with confidence	<ul style="list-style-type: none"> - Makes comments about what they have heard - Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use in conjunction, with modelling and support from the teacher.
Physical Development (PD)	Hold a pencil confidently	<ul style="list-style-type: none"> - Holds a pencil effectively in preparation of fluent writing - using a tripod grip in almost all cases - Begin to show accuracy and care when drawing
	Use scissors effectively	<ul style="list-style-type: none"> - Use a range of small tools, including scissors, paintbrushes and cutlery
	Awareness of my body to move in different ways confidently	<ul style="list-style-type: none"> - Negotiates space and obstacles safely, with consideration for themselves and others - Demonstrates strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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Specific Areas		
Read Write Inc Scheme for Literacy		
Literacy	Talk about stories I have listened to and read	<ul style="list-style-type: none"> - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate (where appropriate) key events of the story - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Read a simple story	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Write a sentence	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying the sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others
Maths	Understand how to make numbers to 10	<ul style="list-style-type: none"> - Have a deep understanding of numbers to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - 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

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	Know the pattern of the counting system	<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system
	Compare and explore different quantities	<ul style="list-style-type: none"> - 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.
Understanding the World (K & U)	Talk about things that have happened in the past	<ul style="list-style-type: none"> - 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
	Appreciate the diversity in our community and others	<ul style="list-style-type: none"> - 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.
	Know about our immediate environment and beyond	<ul style="list-style-type: none"> - 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

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	Explore how things change	<ul style="list-style-type: none"> - 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
Expressive Arts & Design (EAD)	Know about Artists and the techniques they use	<ul style="list-style-type: none"> - 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.
	Performs to audience	<ul style="list-style-type: none"> - 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.

Science (K & U)	Exploring their environment	Planting	Animals /habitats
History (K & U)	All about me	Jobs past & present Mary Seacole	My year in Foundation
Geography (K & U)	Seasons & Change	Mapwork The Pond	Aerial Maps
Music	Charanga	Charanga	Charanga

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(E A D)	Me My Stories	Everyone Our World	Big Bear Funk Reflect, Rewind & Replay
Art (E A D)	Self Portraits Make clay Diva lamps Exploring all media to create a picture/model	Colour Mixing Drawing	Natural Art Collage
Physical Education (P D)	Fine & Gross motor Skills Power of PE	Fine & Gross motor Skills Power of PE	Fine & Gross motor Skills Power of PE Sports Day activities
Design and Technology (K & U)	Make and decorate a Christmas cookie Experiment with joining techniques (independent learning In continuous provision)	Forest school Make a wolf trap/design a shoe using different joining techniques (independent learning In continuous provision)	Plan Do Review - Healthy Pitta Pockets Using joining techniques when using the creative area (independent learning)
Religious Education (PSED) (K & U)	Being Special Why is Christmas special for Christians (Incarnation)	God Easter (Salvation) Looking at different religious Festivals	Which places/stories are special and wh?
PSHE (PSED)	Settling into school Jigsaw	Jigsaw	Jigsaw