

Foundation Stage Curriculum Overview- Year B



The Famous Five	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>A Memorable Experience</u>	Coming to school Emergency Service visit Dentist/Doctor visit Visit the Market garden	Performing the nativity Going on an Autumn/Winter walk FS1 Winter crafts	Canal walks Bird watch	World Book Day Porridge tasting FS1 Spring Crafts	Growing a beanstalk Butterflies/chicks growing Visit from a Bee Keeper Sports Day	Picnic on the moon Making planets Leavers and new starter picnic End of year open classroom
<u>An Innovative Challenge</u>	Draw a picture of you doing the job you want to do when you are older e.g. policeman, fireman, shop keeper	Make a junk model of a dinosaur using the features to show which one it is e.g. long neck or spikes	Draw a picture of your favourite farm animal making sure you clearly show their main features e.g. a long tail, patterned fur	Can you build a bridge strong enough to hold the three Billy Goats Gruff as they walk across?	How many plants can you see on your way home from school? How many different types did you see? How many different colours did you see?	Make a list of all of the things you would take to space if you were going away for a long time
<u>A Book to Read</u>	The Jolly Postman	Harry and the Bucketful of Dinosaurs	Percy the Park Keeper	Little Red Riding Hood	Jack and the Beanstalk	A Place for Pluto
<u>Something to Investigate</u>	What would you like to be when you grow up?	Which dinosaur was the tallest?	How many animals can you name that live on a farm?	How many traditional tales have animals in them?	What is the height of the tallest sunflower to grow?	What is it like on the moon?
<u>Parental Involvement</u>	Morning settle in times	Winter crafts afternoon FS1 Christmas singalong Nativity	Phonics workshops	Easter Crafts Book week	Open assembly Summer crafts Sports day	Transition picnic FS1 Graduation
Maths	Match, sort and compare Talk about measure and patterns	1, 2, 3, 4, 5 Circles and triangles Shapes with 4 sides	Zero 1 more, 1 less Subitise and represent Mass and capacity 6, 7, 8	Length, height and time 9 and 10 Explore 3-D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, build and map Make connections
Reading	Reading is taught through a range of high-quality texts being read to the children during story time. The children work on different					

	elements of questioning throughout the year ending in them being able to understand what they have read and what has been read to them.					
	Front cover- title, author Back Cover- Blurb Beginning, middle, end	Sequencing Re-enacting stories	Settings Characters	Anticipate ending Comparing texts	Answer questions about what has been read to them	Answer questions about what I have read
Writing	Writing is taught using high-quality texts through a programme called 'Drawing Club'. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for drawing and writing. By the end of the year, the children will be able to write in full sentences using a variety of vocabulary they have learnt across the year.					
Phonics	Phonics are taught throughout reception from the children's first day of school. Children are grouped according to their needs and then regularly assessed as they learn and progress. Lessons follow the RWI scheme which rigorously teaches all the phonics necessary for fluent speaking, reading and writing.					
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Personal, Social and Emotional Development	<u>Thinking of others</u> - What are the class rules? - What makes a good friend? - How are we feeling?	<u>Keeping fit, safe and healthy</u> - How do we keep my body healthy? - How can we keep safe? - How do we stay safe near the road?	<u>Respect and Tolerance</u> - How do we take turns and play fairly? - How does our actions impact others? - What are we good at?	<u>Morals, choices, rights and democracy</u> - How do we know we are making the right choice? - Can we change our behaviour? - Can we wait for our turn?	<u>Living and Growing</u> - Can we confidently talk about our wants and needs? - Can we discuss how we have changed? - Can we work with others?	<u>Moving on</u> - Can we talk about what we have learnt this year? - Can we voice our worries about the future? - Can we try new activities?

Communication Language	• Can we listen to stories and talk about what happens? • Can we respond to simple instructions? • Can we retell something that has just happened?	• Can we begin to understand how and why we ask questions? • Can we begin to use prepositions? • Can we begin to use longer sentences?	• Can we begin to listen and do an activity at the same time? • Can we begin to use past, present and future correctly? • Can we retell experiences that happened in the past?	• Can we talk and ask questions about a theme? • Can we introduce story lines into our play? • Can we follow a story without pictures? • Can we listen and respond to others?	• Can we develop our own stories by connecting ideas and events? • Can we show awareness of listeners needs when talking to others? • Can we listen in a range of situations?	• Can we past, present and future correctly? • Can we answer how and why questions based on experiences and stories? • Can we begin to predict what will happen next?
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Physical Development	<u>Introduction to PE</u> • How do we move safely around the space? • What skills do we need to throw and catch a large ball? <u>Fine Motor</u> • How do we hold our pencil? • How do we use a knife and fork? <u>Squiggle whilst you wiggle</u> • Can we draw a circle?	<u>Ball skills</u> • Can we roll, bounce, dribble and kick a ball? • How do we track a ball? • Can we throw at a target? <u>Fine Motor</u> • How do we use tools to make change? • How do we form our letters? • Are we developing a tripod grip? <u>Squiggle whilst you wiggle</u> • Can we draw a straight, wiggly, zig-zag, diagonal line?	<u>Gymnastics</u> • Can we create shapes with our bodies? • How do we balance using different body parts? • How do we jump safely? <u>Fine Motor</u> • How do we use tools effectively? • How do we form our letters correctly? • Are we using a tripod grip? <u>Squiggle whilst you wiggle</u> • Can we make an enclosed shape?	<u>Dance</u> • Can we travel across the space? • Can we copy and perform actions? • Can we show good coordination? <u>Fine Motor</u> • How do we use tools with precision? • How do we form our letters of a similar size? <u>Squiggle whilst you wiggle</u> • Can we make pictures with the shapes we have learnt?	<u>Sports Day</u> • Can we learn races for sports day? • Can we work as a team? • Can we show a good throwing method? <u>Fine Motor</u> • How do we use tools with precision? • Can we develop a comfortable writing grip? <u>Squiggle whilst you wiggle</u> • Can we use increasing Pencil control? • Can we begin to copy letters of our name?	<u>Games</u> • Can we strike a ball? • Can we work as a team? • Can we show what we have learnt this year? <u>Fine Motor</u> • Can we write on the line? • Can we write all lower case and capital letters? <u>Squiggle whilst you wiggle</u> • Can we draw recognisable pictures? • Can we copy the letters of our name?
Topic	When I Grow Up...	Dinosaurs	Animals Around Us	Traditional Tales	Growing	Under the Stars

Topic (Understanding the world, C&L and PSED)	• What do you want to be when you grow up? • Who helps us when we are sick, have bad teeth or there is a fire? • Which different jobs do we already know? • What are the similarities between job?	• Can you name different dinosaurs? • What are the features of different dinosaurs? • What do dinosaurs eat? • Can you retell the Christmas story? • How do people celebrate Christmas?	• Which animals live around us? • What different habitats do animals in this country have? • What are the similarities and differences between animals in this country to other places? • Which birds live in New Town?	• Which fairy tales can we name? • Who lives in a castle? • What are the different parts of a castle? • Can we compare two different traditional tales? • Which characters belong to which traditional tale? • What are the different settings of traditional tales?	• How do we grow and change? • What are the names of baby farm animals? • What is the life cycle of a chicken or a frog? • What bugs lives in New Town? • What is the Lifecycle of a butterfly? • What makes bugs different? • How do we look after our green space?	• Can you name our 8 planets? • What are the features of each planet in our solar system? • How do astronauts live in space? • What is gravity? • Why is pluto no longer a planet? • Which planet do we live on?
Expressive Arts and Design	• Can we safely use a range of tools? • Can we share our ideas on how to make a hot air balloon? • Can we experiment with colour and designs?	• Can we retell stories? • Can we perform a range of songs? • Can we use props and materials to role play different characters?	• Can we design an animal mask including all the features? • Can we join material together to create a mask? • Can we learn and perform some African songs?	• Can we colour mix two primary colours? • Can we experiment with different materials? • Can we explore different textures to create an art piece?	• Can we manipulate clay using different tools? • Can we design our own ideas to make a clay coaster? • Can we use paints to match our designs?	• Can we recap previous techniques used in different projects? • Can we base our ideas using artist inspiration? • Can we adapt and invent stories linked to oceans?
RE	In Early Years, Religious Education is incorporated into continuous provision. This syllabus offers six questions around which we build into the curriculum. What does it mean to be kind? Why are some people remembered by others? Why are some places special? Why are some occasions special? What can we learn from stories? Why are some items and actions special?					

	Respect- Similarities and Differences	Christmas and Diwali	Pancake Day	Easter	Eid	Celebrating the differences
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