



## Addington Curriculum Overview - Continuous Units of Work Skills / Experiences Document Foundation Stage

*(See Statutory Framework for Early Years Foundation Stage to Supplement Skills Base – Also Addington Access Skills Sheets)*

### Communication, Language and Literacy

#### COMMUNICATION LANGUAGE AND LITERACY

##### Communication and Language: Listening and Attention

Develop awareness of sounds; distinguish between sounds; react to sounds e.g. head turning; respond appropriately to sounds e.g. smiling, crying; imitate sounds; making sounds and babbling; experience objects of reference, signs and symbols, making recognisable sounds; beginning to develop own recognisable sounds; beginning to develop own verbal communication; responding to some words e.g. own name, dinner, drink; responding to simple instructions; communicating by own means e.g. facial expression, eye pointing; experience real opportunities to make choices; working with others; turn taking; developing verbal communication; increasing vocabulary; developing verbal language; listening for meaning; answering questions; questioning, predicting, responding in a general setting and specifically linked to theme; listening and responding – a) gesturally b) verbally with adults and with each other; give simple explanations; new vocabulary – use appropriately; explore the meanings and sounds of new words; identify objects by function; sensitively rephrase pupils language to improve clarity and logic

Imaginative play; feelings portrayed through drama; drama games; role-play; uses language to imagine and re-create experiences

##### Literacy: Reading

Experience / respond to / anticipate / show an interest in hearing and repeating familiar rhymes and songs; find words to complete a rhyme; experience / respond to / anticipate / show an interest in a range of different sounds and objects; experience / respond to / anticipate / show an interest in a range of tactile experiences; hear and identify initial sounds in words; link sound to letters; matching object to object; object to pictures; word to object; rhyming words; labelling words; patterns in words; CVC words; word recognition; develop book skills; listen to stories; alliteration; differentiate 'onsets' from 'rimes'; experience / respond to / anticipate / show an interest in a range of tactile experiences by making marks in a variety of media; read a range of familiar words; encounter a range of stories; know when a story does not sound right; experience / respond to / anticipate / show an interest in activities which encourage left to right movements; understand the sequence of pages from left to right; experience / respond to / anticipate / show an interest in recognising own name in a range of settings

##### Literacy: Writing

Enjoy early mark making; distinguish between different marks they make; sometime give meaning to the marks they draw and paint; experience a wide range of mark making activities; write letter in response to letter sound; begin to draw recognisable objects, people and with support write some words; develop a style of handwriting; establishing / reinforcing left to right, establish correct pencil grip; trace over letters; form letters correctly write letters in response to sounds; recognise upper and lower case letters; recognise the order of some of the alphabetical letters; use writing for a range of purposes e.g. lists, diaries, messages, menus; begin to form words into simple sentences; write an increasing number of words that are phonetically correct; use simple word books to identify letter sounds and begin to use knowledge of letter sounds to aid simple spelling; use simple dictionary; join in with drafting a story before writing it; plan a story with a beginning, middle and end

Experience / respond to / anticipate / show an interest in a range of objects, recognise photos of objects, begin to name them, encounter a wide range of stories and print and tactile stories, read simple text; show awareness of book skills e.g. turning pages, direction of print begin to read written work; understand that pictures are different from words; develop de-coding skills e.g. using pictures as clues to context of print; re-tell stories in own words; identifies beginning, middle and end of stories; re-enact familiar stories with beginning, middle and end; sequence own stories; make list of words that rhyme; use capital letters for the start of name

<p><b><u>English</u></b>  <b><u>Genre - from</u></b>  <b><u>'Implementing the Literacy</u></b>  <b><u>Hour for Pupils with</u></b>  <b><u>Learning Difficulties'</u></b></p>	<p style="text-align: center;"><b>Fiction and Poetry</b></p> <p>A wide variety of traditional, nursery and modern rhymes, chant, action verses, poetry and stories with predictable structures and patterned language</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Simple non-fiction texts including recounts</p> <p style="text-align: center;"><b>(Selection to be made from each of the above genre – for range of titles see Schemes of Work)</b></p>		
<p><b><u>Technical Vocabulary List</u></b></p>	<p style="text-align: center;"><b><u>Word</u></b></p> <p>Word  Letter  Sounds  First sounds</p>	<p style="text-align: center;"><b><u>Text</u></b></p> <p>Book  Beginning  End  Page  Story  Poem</p>	<p style="text-align: center;"><b><u>Sentence</u></b></p>
<p><b><u>Mathematics</u></b></p>	<p style="text-align: center;"><b><u>MATHMETATICS</u></b></p> <p style="text-align: center;"><b><u>Numbers and the Number System</u></b></p> <p>Develop a sensory awareness / anticipation of / join in with number rhymes, songs and stories; Begin to show recognition of number names; 1:1 correspondence, oral counting, rote count / recite numbers, quantity, conserve, read, write, name numbers 1 - 20; recognise 0; compare numbers; experience / join in with activities to compare more / less, greater / smaller up to 5 objects and then to 10 objects; experience objects being built and knocked down, put together (combined) and taken apart (partitioned); respond to 'and' and 'take away'; show awareness of 'add', 'and', 'make', 'altogether', 'take away'; find '1 more' and '1 less'; combine objects to show addition and take objects away to show subtraction up to at least 10;</p> <p>Experience / respond to / anticipate / show an interest in simple mathematical patterns e.g. regular rhythms; copy, continue and create simple repeating patterns; talks about simple repeating patterns; experience / respond to / anticipate / show an interest in 'real life' contexts and activities using money; use coins</p> <p style="text-align: center;"><b><u>Measure, Shape and Space</u></b></p> <p>Experience / respond to/ show anticipation / show an interest in / objects which have two different masses, lengths or capacities; use familiar words to describe size and shape and quantity and time; recognise big and small things in meaningful contexts; begin to understand 'before' 'later' or 'soon'; begins to understand regular routines and events</p> <p>Experience / respond to / anticipate / show an interest in 2D and 3D shapes; match, sort and classify solids by a range of attributes; use familiar / mathematical language to describe 2D and 3D shapes; use every opportunity to talk 'mathematically'; model mathematical language; experience / respond to / anticipate / show an interest in objects in a variety of positions, in, on under, over, left, right, up, down, forwards, backwards, sideways; use familiar words to describe position; begin to order two or three objects by length or weight</p> <p style="text-align: center;"><b>Keep in perspective the needs of each individual pupil, balanced against the requirements of the EYFS Strategy</b></p>		

<p><b><u>Personal, Social and Emotional Development;</u></b></p> <p><i>(Making Relationships; Self-Confidence and self-Awareness; Managing Feelings and Behaviour)</i></p>	<p>Begins to enjoy the company of others; respond to personal care routines; respond to opportunities for social interaction; understand that they must take turns and respect other people's opinions;</p> <p>Acceptable behaviour / understand what is right and wrong; dining skills; participate in activities within the local community;</p> <p>Hygiene – clothing, bodies, personal needs;</p> <p>Independence, social awareness; Awareness of the feelings of other people; acceptance of contact with others; respond to environmental and sensory stimuli; respond to familiar / different people; respond to a range of different cultures; Ability to make choices; Environment – awareness of personal safety; road safety</p>
<p><b><u>Understanding the World</u></b></p> <p><i>(Science)</i></p>	<p>Establish an interest in why and how things work – develop basic scientific skills - encourage pupils to observe, comment on and record similarities and differences - use all senses to explore and identify objects - observe the differences and varieties of materials, natural and man-made; experience differences in textures, shapes and sizes, sounds; observe colours and patterns; model investigative behaviour, raise questions 'What do you think?' 'What will happen if?' 'What could it be used for?'; explore living things through access to animals and plants; experience sensations of moving – forces – push and pull activities; experience a variety of sources of light; experience changes in temperature;</p>
<p><b><u>Understanding the World</u></b></p> <p><i>(History)</i></p>	<p>Timetables, objects of reference – link to time of day, specific music used as an object of reference, photographs, symbols, time calling and related vocabulary, early, late, later, daily routines; news, yesterday / today / tomorrow; sequences; seasonal change; celebration of birthdays; talk about own family, the past and the present, events in own life; historical stories;</p>
<p><b><u>Understanding the World</u></b></p> <p><i>(Geography)</i></p>	<p>Our immediate environment and beyond; positions and locations in the classroom; weather, directions – following and giving, changing direction; follow directions – explore the school, grounds - describe location and environment; people who work in school; curious about people around them; can talk about where (s)he lives, own environment, some features of the local area; buildings and contents; people in the community; places of worship; transport;</p>
<p><b><u>Understanding the World</u></b></p> <p><i>(ICT)</i></p>	<p>Experience and respond consistently to stimuli produced by ICT equipment in familiar and new surroundings;</p> <p>Use I.C.T. to record events e.g. video, tape recorder and camera; use a variety of switches;</p> <p>Use of roller ball and mouse on computer; CD ROM; loading, using and ending a programme; printing work completed;</p> <p>Develop personal skills;</p> <p>Use ICT to develop individual word processing and communication skills and as a support in other subjects;</p>
<p><b><u>Understanding the World</u></b></p> <p><i>(Technology)</i></p>	<p>Model making, using a variety of materials e.g. clay, paper mache, salt dough, plasticine, paper, use a variety of skills e.g. cutting, folding, joining, building, rolling, sticking; observing materials change; experience a range of physical properties in materials and fabrics;</p> <p>Discuss and describe what an object will look like when it is finished; look at basic mechanisms and cause and effect; switch operated equipment; use basic tools e.g. egg whisk; use construction toys; develop manipulative skills; making things move; controlling equipment e.g. remote control;</p> <p>Select appropriate resources, select the tools and techniques they need to shape, assemble and join materials that they are using.</p>

<p><b><u>Expressive Arts and Design</u></b></p> <p><i>(Music)</i></p>	<p>Listen and respond to a whole range of sound making instruments; Imitate sounds – use percussion instruments to reflect these sounds - rhythms; singing new songs – together / individually; pattern making; blowing, plucking, scraping, shaking, banging; music to reflect mood; pitch; tempo; pulse; rehearsal and performance.</p> <p>Learn words to new and simple songs and perform individually and as a group</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p><i>(Art)</i></p>	<p>Explore colour, texture, shape, form and space in two and three dimensions;</p> <p>Investigating and making, painting, sticking, cutting, colours, gluing, modelling, tie dyes, collage, screen printing, marbling, clay / dough, rubbings of a variety of materials, paper mache, rolling, bending / twisting, salt dough, changing / mixing colours</p> <p>Enjoy seeing own work displayed on the wall / in the classroom / hall</p> <p>Expresses self through physical action and sound; begin to make-believe; imitates what adults do; engages in role-play; plays alongside other children; plays co-operatively as part of a group</p> <p>Drawing – variety of pencils, chalks, pens, felt tips, paints, crayons, shaving foam, roll-on deodorant tubes, papers, chalkboards</p>
<p><b><u>Physical Development</u></b></p>	<p>Experience passive movements; experience a range of sensory stimuli; experience a range of tactile activities; experience basic movement patterns; eventually move with confidence showing an awareness of safety;</p> <p>Ball skills; gymnastics; apparatus; floor; mats; different surfaces. Follow instructions and change directions; experience being off-balance and in a stable body position; bending, stretching, twisting, rolling; imitating movements e.g. hopping, slithering, crawling; experience games and turn taking; develop and awareness of the use and coordination of both hands;</p> <p>Show an awareness of space. Recognise that changes occur in their body when they are active; demonstrate an awareness of healthy living;</p>
<p><b><u>R.E. /Collective Worship</u></b></p>	<p><b><u>R.E.</u></b></p> <p>Introduce pupils to the concept of religious festivals – Christmas, Ramadan, Divali, Hanukkah, Sukkot, Harvest, Easter, and the concept that there is more than one religion</p> <p>Introduction to the New Testament and stories of Jesus and stories from the Old Testament</p> <p>Family life, caring for animals and the environment in general; life cycles – brothers and sisters, new babies in the family; care for each other and care for themselves; kindness and thought for others; concepts of friendship; consider personal feelings;</p> <p><b><u>Collective Worship</u></b></p> <p>Sharing and praising each other, showing care and consideration, self esteem, focus on object of beauty, display, prayer.</p>