

Foundation Stage Unit		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General overview</b>		<b>ALL AROUND ME</b>  <b>Possible books to use as a stimulus for learning:</b> My Family: My Dad/Grandad etc is amazing. (Families) Senses/body parts Our local area (Farm, park) Geography skills: around the school , classroom People who help us	<b>ROBOTS</b>  <b>Possible books to use as a stimulus for learning:</b> Giving instructions Building models	<b>WONDERFUL WORLD</b>  <b>Possible books to use as a stimulus for learning:</b> (compare and contrast: Australia/Africa to	<b>TRANSPORT</b>  <b>Possible books to use as a stimulus for learning</b>  Bicycles Road - Buses/cars Sea - Boats Air travel  Size/measures/position/direction	<b>MINIBEASTS</b>  <b>Possible books to use as a stimulus for learning</b> Ladybird Snails Butterflies Tadpoles	<b>WHEN I GROW UP</b>  <b>Possible books to use as a stimulus for learning</b>  Jobs/workplace Changing classes Changes from birth Sequencing age Keeping healthy
<b>Characteristics of Effective Learning</b>		Finding out and exploring Being involved and concentrating	Having their own ideas Playing with what they know	Keeping on trying Making links	Being willing to 'have a go' Enjoying achieving what they set out to do	Choosing ways to do things Keeping on trying	Choosing ways to do things Making links Having my own ideas
<b>Prime areas</b>	<b>Communication and Language</b>	Listening and Attention 40-60m <b>Concentrate and sit quietly. 2-channelled attention</b> <b>Understanding</b> <b>Understands rhyme</b> <b>Listening and responding to others</b> <b>Speaking</b> <b>Role play input</b>  <b>And 30-50m</b>	<b>Understanding</b> 40-60m <b>Instructions, rhyme and jokes</b> Listening to a story without props <b>Listening and responding to others</b> <b>Speaking</b> Linking statements, sticking to a theme. Using a storyline or narrative in play. <b>And 30-50m</b>	<b>Speaking</b> 40-60m <b>Exploring new words and vocabulary.</b> <b>Using language in role play</b> <b>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</b> <b>Understanding</b> <b>Follow instructions</b> <b>Answer how and why questions</b> <b>And 30-50m</b>	<b>Listening and Attention</b> <b>Early Learning Goal</b> <b>Listen attentively</b> <b>Anticipate key events in stories</b> <b>respond with relevant comments, questions or actions.</b> <b>Speaking</b> <b>Use past, present and future forms accurately</b> <b>And 40-60m</b> <b>And 30-50m</b>	<b>Understanding</b> <b>Early Learning Goal</b> <b>Follow instructions</b> <b>Answer 'how' and 'why' questions in response to stories or events.</b> <b>Speaking</b> 40-60m <b>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</b> <b>And 40-60m</b> <b>And 30-50m</b>	<b>Speaking</b> <b>Early Learning Goal,</b> <b>Show awareness of listeners' needs.</b> <b>Develop own narratives.</b> <b>And 40-60m</b> <b>And 30-50m</b>

	<b>Personal, social and emotional development</b>	Making Relationships 40-60m Listening and responding Explaining our ideas, and asking questions. Resolving conflict Self Confidence and self awareness 40-60m Speaking to others about own needs, wants, interests and opinions And 30-50m	Self Confidence and self awareness 40-60m Speaking to others about own needs, wants, interests and opinions. Our abilities and talents Managing feelings and Behaviour 40-60m Following rules And 30-50m	Managing feelings and Behaviour 40-60m Understanding that our own actions affect other people. Solving friendship problems And 30-50m	Self Confidence and self awareness Early Learning Goal Trying new things Expressing our preferences Being independent Asking for help And 40-60m And 30-50m	Managing feelings and Behaviour Early Learning Goal Our own and other people's feelings Working as a team  And 40-60m And 30-50m	Making Relationships Taking turns Listening to others' ideas And 40-60m And 30-50m
	<b>Physical Development</b>	Health and Self-Care 40-60m What is healthy? Moving safely And 30-50m	Moving 40-60m Move in different ways Speed up, slow down Obstacles . Which hand? Forming recognisable letters And 30-50m	Health and Self-Care 40-60m What keeps us healthy? Taking safe risks Being safe And 30-50m Moving 40-60m Push, pat, throw, catch, kick Using tools	Moving 40-60m Jumping and landing Over, under, around and through. Handling tools Handwriting vertical lines And 30-50m	Health and Self-Care Early Learning Goal Ways to keep healthy and safe And 40-60m Moving 40-60m Pat, push, throw and kick Handwriting vertical lines And 30-50m	Moving Early Learning Goal Large and small And 30-50m
<b>Specific Areas</b>	<b>Literacy</b>	Reading 40-60m Rhyme Initial sounds letters of the alphabet. Writing 40-60m Mark making and meaning Rhyme Initial sounds letters of the alphabet. Labels And 30-50m	Writing 40-60m Mark making Words Blending and segmenting letters of the alphabet. Hearing and writing sounds. labels, captions And 30-50m Reading 40-60m Blending and segmenting letters of the alphabet.	Reading 40-60m What are words and sentences? The language of books Information Writing 40-60m Hearing and writing sounds. labels, captions What is a sentence? And 30-50m	Reading Early Learning Goal Reading sentences Using phonic skills Reading irregular words. Talking about what I have read. Writing 40-60m Hearing and writing sounds. labels, captions Writing sentences And 30-50m	Writing Early Learning Goal Using phonic skills Writing irregular common words. Writing simple sentences And 30-50m	Writing Early Learning Goal Using phonic skills Writing irregular common words. Writing simple sentences And 30-50m
	<b>Maths</b>	Number 40-60m	Shape, Space and Measure 40-60m Weight and capacity	Number 40-60m Find one more and one less	Shape, Space and Measure Naming and describing shapes Time	Number Early Learning Goal Add and subtract Problem solving	Shape, Space and Measure Early Learning Goal

		<p>Recognising and matching numbers and amounts to 10. Counting up to 10 items . Understand more and fewer. And 30-50m Shape, Space and Measure 40-60m Orders and sequences familiar events Length, height and size</p>	<p>Pattern Shape. Position And 30-50m Number 40-60m Estimate, check and count. Say one more and one less Finding a total Mark making – representing ideas and numbers</p>	<p>Add and subtract Problems Estimate, check and count Money And 30-50m Shape, Space and Measure 40-60m Pattern Shape.</p>	<p>And 30-50m Number Early Learning Goal Count, order, more and less</p>	<p>Doubling and halving And 40-60m And 30-50m Shape, Space and Measure Early Learning Goal Recognise, create and recreate pattern</p>	<p>Compare quantities and objects Solving problems Recognise, create and recreate pattern. Using mathematical language And 40-60m And 30-50m</p>
	<b>Understanding the World</b>	<p>The World Similarities, differences, patterns and change Technology Using technological toys And 30-50m People and Communities Similar and different</p>	<p>People and Communities Family customs and routines. And 30-50m The World Similarities and differences in places,</p>	<p>Technology Using the computer And 30-50m The World Similarities and differences in living things Giving my ideas</p>	<p>Technology Understanding where technology is used. Using technology for particular purposes. And 30-50m The World Similarities and differences in materials</p>	<p>The World Similarities and differences in places, (objects, ) Environments Giving my ideas People and Communities Past and present</p>	<p>People and Communities Early Learning Goal Being sensitive to others And 30-50m</p>
	<b>Expressive Arts and Design</b>	<p>Exploring Media and Materials 40-60 m Explore: sounds, songs, dance, colour Being Imaginative 40-60m Making my own creations</p>	<p>Exploring Media and Materials 40-60 m Construct Tools and techniques Being Imaginative 40-60m Making my own creations</p>	<p>Exploring Media and Materials 40-60 m Combining media Plan and do Being Imaginative 40-60m Making my own creations (dance and story) Working as a team.</p>	<p>Exploring Media and Materials 40-60 m Texture Select and adapt Assemble and join</p>	<p>Exploring Media and Materials 40-60 m Construct for myself. Using tools Being Imaginative Early Learning Goal Having my own ideas.</p>	<p>Exploring Media and Materials Early Learning Goal Having my own ideas.</p>
<b>Possible visits/visitors</b>							