

# Curriculum Overview for Foundation Stage

## Reading

- Rhyming and alliteration
- Listening & joining in with stories
- Being aware of a story structure
- Describing main story setting, events and characters
- Handles books carefully and knows that information can be relayed from print
- Hears the initial sounds in words
- Blends & segments sounds
- Link sounds to letters naming and sounding letters of the alphabet
- Children read and understand simple sentences. They use their phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words
- Demonstrate understanding about what they have read.

We are following the Read, Write Inc program

## Literacy

### Writing

- Gives meaning to marks they draw, write & paint
- Continues a rhyming string
- Hear and says initial sounds in words
- Can segment the sounds in simple words & blend the together
- Links sounds to letters, naming and sounding the alphabet
- Uses clearly identifiable letters to communicate meaning
- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts
- Children use their phonic knowledge to write words to match their spoken sounds. Write irregular common words and write some simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

## Communication and Language

**Listening & attention** – Children listen attentively in a range of situations. Listen to stories accurately anticipating key events responding to what they hear with comments, questions or action. They give their attention to what others say and respond appropriately to what others say whilst engaged in an activity.

**Understanding** – Children follow instructions involving several ideas or actions. They answer ‘how’, and ‘why’ questions about their experiences and in response to stories or events.

**Speaking** - Children express themselves effectively showing awareness of the listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are happening in the future. They develop their own narratives and explanations by connecting ideas or events. They introduce a story line or narrative into their play. They use language to imagine & recreate roles and extend their vocabulary to explore meaning of new words. Children have access to role play areas & resources in the Foundation Stage.

## Religious Education

### The Northampton Diocese agreed syllabus – Come and See

- Myself/Welcome/Judaism/Birthday
- Celebrating/Gathering/Growing
- Good News/Friends/Islam/Our World

## Mathematics

### Numbers

- Using the vocabulary involved in adding and subtracting.
- Estimates how many objects they can see by counting them
- Counts actions and objects that cannot be moved and counts an irregular arrangement of up to 10 objects.
- Records using marks that they can explain
- Children count reliably with numbers 1-20, place them in order and say which number is more or one less than a given number.
- Using quantities and objects they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems including doubling, halving and sharing

### Shape, Space & Measure

- They recognise create and describes patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- Beginning to use mathematical names for 2D and 3D shapes and mathematical terms to describe the shapes
- Children use everyday language to talk about the size, weight, capacity, position, distance, time and money to compare quantities and objects when solving problems

## Understanding the World

### The World

- Children talk about why things happen and how things work
- Children show care and concern for living things and the environment
- Children know similarities and differences in relation to places, objects, materials and living things. They talk about features of their own environment and how environments vary from one another
- They make observations of animals and plants and explain why some things occur and talk about changes

### People and Communities

- Children know the things that make them unique
- Enjoy joining in with family customs and routines
- Shows interests in different occupations and ways of life
- Children talk about past and present events in their own lives/family members. They know that other children don’t always enjoy the same things and they are sensitive to this. They know about similarities and differences between themselves and others and among families communities and traditions.

### Technology

- Shows an interest in technological toys
- Interacts with age appropriate software
- Knows how to operate simple equipment
- Knows that information can retrieved from computers
- Completes a simple program on a computer
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Expressive Arts & Design

### Being Imaginative

- Children use what they have learnt about media and materials in original ways thinking about uses and purposes. They represent their own ideas, thoughts & feelings through design and technology, art, music, dance, role play and stories.
- Children also participate in cooking throughout the year related to our topics

### Exploring Media & Materials including Music

We follow following Music express weekly

Children sing songs, make music and dance & experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

## Personal, Social and Emotional Development

**Self-awareness** - Children are confident to try new activities and day what they like. They are confident to speak in a familiar group and talk about ideas & chose the resources they need for chosen activities. They say when they do or do not need help

**Managing feelings & behaviour** - Children talk about feelings others behaviour & consequences & know that some behaviour is acceptable. They work as part of a group/class understanding & following the rules. They adjust their behaviour to different situations & changes of routine.

**Making relationships** - Children play cooperatively taking turns with others. They take into account one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings. They form positive relationships with others and other children.

Children take steps to resolve conflicts with other children.eg finding a compromise.

Children demonstrate friendly behaviour.

Children participate in weekly Circle Time sessions as a whole class & reward systems are in place to promote positive behaviour.

### Physical Development

**Moving & handling** - Children show good control and coordination in large and small movements. They move confidently in a range of ways. They handle equipment and tools effectively including pencils for writing.

**Health & self-Care** – Children know the importance of good health, physical exercise, healthy diet and ways to keep healthy and safe. Children can manage their own basic hygiene & needs.

