

Foundation Stage – Curriculum Overview 2023/24				
		Autumn	Spring	Summer
Themes/Concepts/ trips		Autumn 1 - Where have I come from and where am I going? Autumn 2 - What jobs keep our world moving? Identity, Change, Care	Spring 1 - Does chocolate grow on trees? Spring 2 - What food do we get from a farm? Change, Fairness, Conflict, Care	What can we learn from a book? Change, Power, Care, Identity
Trip/Visitors		Visit Manningtree for Naughty Bus (looking at key parts of the town) Jobs – Firefighters, Police, Vets, Doctor and Postal Workers	A farm trip in Spring 2 Library visit	Transport – Airport visit Manningtree Beach Trip UK space agency visit
3 prime areas of learning and development	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs. - personal hygiene • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Form positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others’ needs.
	SCARF PSHE	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes Kind and caring	Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep Rights and Responsibilities Being helpful at home and caring for our classroom Caring for our world Looking after money: recognising, spending, using Looking after money: saving money and keeping it safe To recognise the importance of saying sorry and forgiveness Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe To recognise that all families are different Identify different members of the family Understand how members of a family can help each other
	RSE	To recognise the importance of friendship Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome		
Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develop overall body-strength, balance, co-ordination and agility • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Demonstrate strength, balance and coordination when playing. • Begin to show accuracy and care when drawing.

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	Communication and Language	Understand how to listen carefully and why listening is important. <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Connect one idea or action to another using a range of connectives. <ul style="list-style-type: none"> • Describe events in some detail. <ul style="list-style-type: none"> - Learn new vocabulary. • Use new vocabulary through the day. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Articulate their ideas and thoughts in well-formed sentences Listen to and talk about stories to build familiarity and understanding <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Make comments about what they have heard and ask questions to clarify their understanding. • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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4 specific areas of learning and development	Literacy Phonics	<p>Phase 1 Phonics – Environmental Sound Discrimination Instrumental Sound Discrimination Body Percussion Sound Discrimination Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting</p> <p>Phase 2 Phonics s a t p i n m d g o c k c k e u r h b f, ff l, ll ss l, Irregular words – to the, no, go, into, her</p>	<p>Phase 3 Phonics 6 j v w x 7 y z, zz qu 8 ch sh th ng 9 ai ee igh oa oo (long) oo (short) 10 ar or ur ow oi 11 ear air ure er Irregular words - me, be, he, my, by, she, they, we, are, you all, was, give, live</p>	<p>Phase 4 Phonics Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Teaching rock and roll blends and clusters Irregular words - said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>

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		<p>Activities – initials sounds, name writing/recognition, labelling, letter formation, mark making, listening to stories, sharing and exploring books, focus on fine motor, role play</p> <p>Key focus Texts – Naughty Bus, Clothes Line clues</p> <p>Suggested Texts - Super Duper You! The Colour Monster All about families My Mum, My Dad, My Brother Titch Owl babies Monkey Puzzle</p> <ul style="list-style-type: none"> Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. <ul style="list-style-type: none"> Read a few common exception words matched to the school’s phonic programme <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings <ul style="list-style-type: none"> Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes <ul style="list-style-type: none"> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<p>Activities– lists, roleplay, maps, recipes, labels, reading and writing captions, posters, role play fine motor</p> <p>Key focus Texts - Handa’s Surprise The Hungry Caterpillar</p> <p>Suggested Texts- Supertaster Daisy eat your peas Sam’s sandwich The runaway Wok Let’s eat children and their food around the world The World in my kitchen</p> <p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</p> <ul style="list-style-type: none"> Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words Read some letter groups that each represent one sound and say sounds for them. <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>Activities story maps, making books, narrative, sentence writing, fine motor, alternative versions</p> <p>Key texts – Emma Janes aeroplane, Supertato, Tyrannosaurus Drip, Gingerbread Man</p> <p>Suggested texts – traditional tales The ginger Bread Man, Goldilocks’ and the 3 bears, Little Red Riding Hood and stories the children choose to explore.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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	Mathematics	<p>Just Like me! Match and compare amounts</p> <p>Compare size, mass and capacity Exploring pattern</p> <p>It's me 1,2, 3 Representing 1, 2, 3 Comparing 1,2 ,3 Composition of 1,2,3</p> <p>Circles and Triangles Positional language</p> <p>Light and Dark Representing numbers to 5 One more/one less</p> <p>Shapes with 4 sides Time</p> <p>Count objects, actions and sounds</p> <ul style="list-style-type: none">• Subitise.• Link the number symbol (numeral) with its cardinal number value• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Subitise (recognise quantities without counting) up to 5.		<p>Alive in 5! Introducing zero Subitise to 5 Composition of 5</p> <p>Comparing mass Compare capacity</p> <p>Growing 6, 7, 8 Making pairs Combing 2 groups</p> <p>Length and Height</p> <p>Building 9 and 10 9&10 Comparing numbers to 10 Number bonds to 10</p> <p>3d shape Pattern</p> <ul style="list-style-type: none">• Count beyond ten.• Compare numbers.• Understand the ‘one more than/one less than’ relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5 and some to 10• Continue, copy and create repeating patterns.• Compare length, weight and capacity• Have a deep understanding of number to 10, including the composition of each number.		<p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10</p> <p>Spatial Reasoning Match, rotate, manipulate</p> <p>First the Now Adding more Taking away</p> <p>Spatial Reasoning Compose and Decompose</p> <p>Find my Pattern Doubling Sharing and grouping Even and odd</p> <p>Spatial Reasoning Visualise and Build</p> <p>On the Move Deepening understanding Patterns and relationships</p> <p>Spatial Reasoning Mapping</p> <ul style="list-style-type: none">• 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.• Verbally count beyond 20, recognising the pattern of the counting system.• 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 how quantities can be distributed equally.	
	Understanding the world	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them• Comment on images of familiar situations in the past.• Draw information from a simple map.• Understand that some places are special to members of their community. <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries.• Describe what they see, hear and feel whilst outside• Recognise some environments that are different to the one in which they live.• Understand the effect of changing seasons on the natural world around them• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Draw information from a simple map.• Understand that some places are special to members of their community. <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside• Recognise some environments that are different to the one in which they live.• Understand the effect of changing seasons on the natural world around them <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.• Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <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. <p>Computing – What is technology? Learning how to use an iPad and a computer.</p>		<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.• Understand that some places are special to members of their community. <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none">• Describe what they see, hear and feel whilst outside• Explore the natural world around them.• Understand the effect of changing seasons on the natural world around them <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Computing – Programming beebots Using the green screen</p>	
		What is this religious story about? Why might people tell this story? Christianity (Bible stories)	What ceremonies and festivals have you taken part in? How do people celebrate Christmas/ Diwali? Christianity/Hinduism	Why does Easter matter to Christians? Christianity –Salvation	What happens in the Mosque? Islam	What puzzles you? How do you think the world was made? (Christianity/Hinduism/Islam/ Humanist)	

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	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups <p>Music – Chranga ME! Christmas Nativity</p>	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups <p>Music – Learning how to sing and change our voices Handa’s surprise inspired songs</p>	<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. Share their creations, explaining the process they have used. 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 teacher. 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. <p>Music – Playing instruments</p>