



CURRICULUM OVERVIEW FOR FOUNDATION STAGE- Autumn 2 – Cycle 1 21-22

All About Me- Family Celebrations

		Fireworks	Diwali	Family celebrations incl.birthdays>>>			<<< Christmas >>>	
AUTUMN TERM 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Important events		Thurs- Individual photos	Fri- Non-uniform	Fri- Children In Need	Birthday party		Fri- Christmas jumper day	Reindeer visit FC and writing day
Communication and Language	FS1	<p style="color: blue;">Key skill- Take turns in speech and listen to others</p> <p>Introduce key worker groups (sharing news from the holidays, adult to model)</p>	<p style="color: blue;">Take turns in speech and listen to others.</p> <p>Who is in my family?</p>	<p style="color: blue;">Take turns in speech and listen to others.</p> <p>Who are my friends?</p>	<p style="color: blue;">Describe events that have already happened.</p> <p>What is a birthday and how do we celebrate birthdays?</p>	<p style="color: blue;">Describe events that have already happened.</p> <p>The Christmas story Introduce asking a question</p>	<p style="color: blue;">Use a wider range of vocabulary.</p> <p>Discussion around reindeer visit</p>	<p style="color: blue;">Use a wider range of vocabulary.</p> <p>Discussion around Christmas and family celebrations</p>
	FS2	<p style="color: blue;">Key skill- Use well-formed sentences that can be understood</p>	<p style="color: blue;">Describe events in detail.</p> <p>What does your</p>	<p style="color: blue;">Use well-formed sentences that can be understood Building their bank of words and asking meaning of</p>	<p style="color: blue;">Describe events in detail.</p>	<p style="color: blue;">Using most speech sounds and can be understood easily</p>	<p style="color: blue;">Ask relevant questions in response to what they have heard.</p>	<p style="color: blue;">Ask relevant questions in response to what they have heard.</p>

		Discussion about what they did in the holidays (Check-in circle)	family celebrate? Discussion about differences between families. (Link to Understanding the World)	new words and trying to use in context Friend on Friday	Discussion about their experiences of birthdays and parties	Nativity performance	Discussion linked to reindeer visit and linked into writing	Retelling stories linked to Christmas
Literacy	FS1	Shows awareness of sounds and is able to make sounds Watch video clip on Espresso and discuss sounds made by fireworks Mark-making on firework shapes	Enjoys stories and can join in with repeating phrases Stories and discussion about families- My Dad, I love my mum. I love my dad	Makes marks on paper Mark-making- Drawing features on a friend	Makes marks on paper Mark-making- Writing birthday party invitations	Enjoys stories and can join in with repeating phrases Dear Santa- joins in with repeated refrains during story	Give meaning to their marks WRITING DAY (Whole school planning)	Enjoys an increasing range of books Sharing and discussing Christmas stories
	FS2	Can segment sounds in simple words and blend them together. Bonfire and firework words Firework and bonfire poems (onomatopoeia)	Can segment sounds in simple words and blend them together. Story of Diwali, retell and act out using puppets	Can segment sounds in simple words and blend them together. Beginning to hear sounds at the beginning and end of words. Write a list for items for birthday party, (food for party)	Beginning to write graphemes, with good formation. Can say phonemes associated with a letter shape. Making and writing invitations to birthday party	Beginning to write graphemes, with good formation. Can say phonemes associated with a letter shape. Dear Santa writing- Finishing sentences about presents	WRITING DAY (Whole school planning)	Beginning to write graphemes, with good formation. Writing in Christmas cards

Maths	FS1	<p>Have an awareness of number. Count to 10.</p> <p>Number songs and rhymes</p> <p>Finger numbers up to 5 (introduce subitising)</p>	<p>Talk about and identifies the patterns around them</p> <p>Pattern</p>	<p>Talk about and explore 2D and 3D shapes</p> <p>2D shape</p>	<p>Count with 1-1 correspondence</p> <p>Number recognition to 5</p>	<p>Recites numbers in order to 10. Place 1 to 5 in order</p> <p>Number recognition to 5</p>	<p>Recites numbers in order to 10. Place 1 to 5 in order</p> <p>Number recognition to 5</p>	<p>>>>>>>>></p>
	FS2	<p>Begin to use language to describe position and measures</p> <p>Use non standard units to measure length</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Pattern Understand, make and describe repeating patterns</p>	<p>Knows 1 more and 1 less for numbers up to 10</p> <p>What number comes after/before...? Finding one more/Counting on one/Finding 1 less counting back one</p>	<p>Begin to use language to describe position and measures</p> <p>Weighing presents and problem solving Order 3 weights, heavy and light</p>	<p>Begin to use language to describe position and measures</p> <p>Capacity Understand the terms empty, half full and full</p>	<p>Names 3d shapes</p> <p>Explore 3D shape, Recognise and describe</p>	<p>Recognises dice patterns up to 6</p> <p>Subitise using dominoes and tens frame.</p>
Understanding the world	FS1	<p>Is beginning to talk about their lives.</p> <p>Discussion about Bonfire Night and</p>	<p>Is beginning to take an interest in their peers.</p> <p>Discussion about families-</p>	<p>Is beginning to take an interest in their peers.</p> <p>Who are your friends?</p>	<p>Is beginning to take an interest in their peers.</p> <p>How we celebrate birthdays</p>	<p>Speak about an event which has happened in the past and discuss a future event.</p>	<p>Speak about an event which has happened in the past and discuss a future event.</p>	<p>Speak about an event which has happened in the past and discuss a future event.</p>

		keeping ourselves safe	Who is in my family?	Activities relating to making friends		Introduce Christmas and discuss family celebrations	Christmas celebrations and activities	Christmas activities
	FS2	Shows an interest in the lives of people around them Remembers and talks about significant events in their life Brainstorm what we know about Celebrations. What would we already know and what we would like to learn? (Planning depends on outcome)	Shows an interest in the lives of people around them Learning about Diwali celebrations >>>>>>	Shows an interest in the lives of people around them Knows some things that make them unique and different to others. Talking about their peers, how are their families the same/different	Shows an interest in the lives of people around them Knows some things that make them unique and different to others. Who Celebrates Christmas? (What is a post office- link to role play)	Shows an interest in the lives of people around them Knows some things that make them unique and different to others. Who Celebrates Christmas?	Shows an interest in the lives of people around them Recap on Festivals topic- what have we learnt/ have we answered our questions?	>>>>>>>>>>
Expressive arts and design	FS1	Explore how paint can be manipulated to create a range of effects Links to fireworks- Colour mixing Large spatter painting	Use a line to enclose a space and use these shapes to represent an object Pen picture of their family	Form prints with simple objects Shape printing	Using and manipulating scissors to cut paper Colour collage using a range of materials	Makes simple marks based on own experiences Painting	Makes simple marks based on own experiences Using and manipulating scissors to cut paper Christmas art activities	Using and manipulating scissors to cut paper Christmas art activities

	FS2	<p>Knows what an artist, illustrator, craft maker and designer is and responds to some of their work</p> <p>Colour mixing Large spatter painting, outdoors and mixing colours (Jackson Pollock)</p>	<p>Knows what an artist, illustrator, craft maker and designer are and responds to some of their work (art lesson).</p> <p>Art lesson 2- Jackson Pollock drip painting (Link to spatter painting)</p>	<p>Develops simple patterns by printing with objects using a range of materials</p> <p>Shape printing</p>	<p>Produces recognisable drawings of people and objects. Articulates what they are drawing to an adult.</p> <p>Colour collage using a range of materials</p>	<p>Produces recognisable drawings of people and objects. Articulates what they are drawing to an adult.</p> <p>Painting using handwriting pattern cards as a reference</p>	<p>Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips, weaving</p> <p>Christmas art activities</p>	<p>Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips, weaving</p> <p>Christmas art activities</p>
Physical Development	FS1	<p>Put arms into coat unaided.</p> <p>Do up a zip to the top once started.</p> <p>Focus on skills of independence, dressing self</p>	<p>Put arms into coat unaided.</p> <p>Do up a zip to the top once started.</p> <p>Focus on skills of independence, dressing self</p>	<p>Pour a drink Try different foods Focus on snack time</p>	<p>Pour a drink Try different foods Focus on snack time</p>	<p>Use scissors to cut paper and hold scissors correctly Christmas activities</p>	<p>Use scissors to cut paper and hold scissors correctly Christmas activities</p>	<p>»»»»»»»»»»</p>
	FS2	<p>Can put coat on independently. Can fasten coat.</p> <p>Focus on independence skills</p>	<p>Can get changed and unchanged with very little support.</p> <p>Understand what P.E. is and why we do it.</p>	<p>Can get changed and unchanged with very little support.</p> <p>Understand what P.E. is and why we do it.</p>	<p>Uses malleable materials and tools with control</p> <p>Salt dough decorations</p>	<p>Uses malleable materials and tools with control</p> <p>Salt dough decorations</p>	<p>Uses scissors competently to cut out shapes</p> <p>Christmas activities</p>	<p>Uses scissors competently to cut out shapes</p> <p>Christmas activities</p>
Personal , Social and	FS1	<p>Come into school happily</p> <p>Return into school happily</p>	<p>Will have a go at all activities</p> <p>Activities to demonstrate</p>	<p>Develops relationships with peers in school</p>	<p>Take turns when playing Share toys</p>	<p>Take turns when playing Share toys</p>	<p>Waits for their turn to talk</p>	<p>Enjoys being part of the wider aspect of school - assemblies, parties</p>

