



CURRICULUM OVERVIEW FOR FOUNDATION STAGE – Summer 1 – 20-21

My World

SUMMER TERM 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Important events		Progress tracking Spring / Spring Poetry	Parent consultations Spring/growing Jasper's Beanstalk Oliver's Vegetables	Litter Tidy - Emily Gravett Another Fine Mess - Tony Bonning	Recycling Michael Recycle - Ellie Bethel	Recycling The Great Paper Caper & This Moose Belongs to Me - Oliver Jeffers	Geography focus (Maps) Story Map	»»»»»»»»»»»» (Maps) Story Map Each Peach Pear Plum - Ahlberg
Communication and Language	FS1	Ask lots of questions - why, what, where, who Spring walk	Ask lots of questions - why, what, where, who Linked to growing	Describe events that have already happened - Discussions about dropping litter	Describe events that have already happened - What happens with their rubbish at home? Where does it go? Which bin?	Listen to longer stories and answer questions immediately afterwards Discussion about stories	Follow 2 part instructions (Link to maths)	Follow 2 part instructions (Link to maths)
	FS2	Explore our senses What did you see/hear/smell/feel on our walk? Spring walk	Understand spoken instructions and can listen without stopping what they are doing growing beanstalks	Use talk to work out problems and organise thinking discussing litter	Ask relevant questions in response to what they have heard What do we understand about recycling, what do we want to know	Use talk to take on different roles during imaginative play Focus on hot seating and drama from stories	Use talk to take on different roles during imaginative play Focus on hot seating and drama from stories	Making up stories of their own using the settings on their story maps?

Lit era cy	FS1	Shows awareness of sounds and is able to make sounds,	Can hold a book the correct way up Will look at books independently	Can hold a book the correct way up Will look at books independently	Enjoys an increasing range of books To be able to engage in book talk, eg, author, illustrator and title.	Enjoys an increasing range of books To be able to engage in book talk, eg, author, illustrator and title.	Give meaning to their marks Make marks on paper	Give meaning to their marks Make marks on paper
	FS2	Explores vocabulary and explores the meaning and sounds of new words Link to Spring walk and Spring poem	Can continue a rhyming string. Phonics games	Enjoys an increasing range of books Book talk	Is able to engage in book talk, e.g., author, illustrator, blurb and title Book talk	Is aware of the order of a story, beginning, middle and end Book talk	Knows that information can be retrieved from books and computers Factfile	Writing Assessment- Writing a list
Ma ths	FS1	Shape revisit Shows an interest in shape and space by playing with shapes or making arrangements with objects	Language of time now and next Uses everyday language to talk about time	Counting forwards Realises not only objects, but anything can be counted, including steps, claps or jumps.	Counting back Realises not only objects, but anything can be counted, including steps, claps or jumps.	Capacity revisit Uses everyday language to talk about capacity	Position and Direction - Beebots Know simple terms associated with direction e.g. forwards, backwards, turn go straight.	Counting objects with 1:1 correspondence Sometimes matches numeral and quantity correctly
	FS2	Adding on a numberline Counts forwards and backwards to 20 from any given numbers	Measuring height of beanstalks Uses everyday language to talk about size to compare quantities and objects and to solve problems	Money revisit - adding two amounts Uses everyday language to talk about money to compare quantities and objects and to solve problems	Measuring capacity Uses everyday language to talk about capacity to compare quantities and objects and to solve problems	Taking away on a number line Counts forwards and backwards to 20 from any given numbers ASSESSMENT	Time revisit Uses everyday language to talk about time to compare quantities and objects and to solve problems	Position and Direction - Beebots Uses everyday language to talk about position to compare quantities and objects and to solve problems

Un der sta ndi ng the wor ld	FS1	Beginning to understand the seasons Discussions about Spring	Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) Growing beans	Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) Growing beans	Understand the concept of the world Learning about recycling	Show a skill in making toys work Interacts with age-appropriate computer software Use of programmable toys	Know where they live - town Know who they live with My environment	Know where they live - town Know who they live with My environment
	FS2	Knows what happens within each season and how the weather changes Input and Spring walk	Knows parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,) Growing beans	Knows parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,) Growing beans	Knows about similarities and differences in relation to places, objects, materials and living things Learning about recycling	Uses a range of technological tools. Uses technological toys to move in various directions Use of programmable toys (Link to maps)	Identifies similarities and differences in different environments. Introduce simple map, what are they and why we use them	Knows where they live - first line of address, house number, town. Map of their route to school and learn their address
Ex pre ssi ve art s and des ign	FS1	Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes Observational work linked to Spring	Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes Observational work linked to Spring	To use simple tools and techniques competently Using litter, found materials to print with, monoprints	Sort materials according to colour Using a range of found materials	Learning to use glue, glue sticks, spreaders to assemble and join materials Group piece using found materials from previous week	Experiments with colour and texture Talk about what they are drawing using a range of materials to create map based work	Choose colour for a purpose colour mixing
	FS2	Uses variety of art tools with greater accuracy	Uses variety of art tools with greater accuracy	Can apply paint to a surface to experiment with	Uses a wide range of tools with greater accuracy to shape,	Uses tools to shape, assemble and join	Experiments with colour, design, texture and	Develops the language of colour

		Observational work linked to Spring	Observational work linked to Spring	printing Using litter, found materials to print with, monoprints	assemble and join materials - glue, tape, scissors, string, staples, clips, Using a range of found materials	group piece using found materials	function using a range of materials to create map based work	(secondary colours) and mixes colours to make new colours colour mixing
Physical Development	FS1	Wash hands independently Go to the toilet independently and is able to wipe themselves clean Self-care, use toilet independently and wash hands	Try different foods Linked to growing focus on eating fruit and vegetables	Try different foods Linked to growing focus on eating fruit and vegetables	Can walk, run and stand on tiptoe P.E sessions	Can walk, run and stand on tiptoe P.E sessions	Can stand on one leg for 3-5 seconds Can hop on a preferred foot P.E sessions	Can stand on one leg for 3-5 seconds Can hop on a preferred foot P.E sessions
	FS2	Understand what P.E. is and why we do it PE with Mr Reynolds	Knows which foods they like / dislike Linked to growing focus on eating fruit and vegetables PE with Mr Reynolds	Knows which foods they like / dislike Linked to growing focus on eating fruit and vegetables PE with Mr Reynolds	Throwing a large ball underarm. PE with Mr Reynolds	Active and skilful in climbing, swinging, digging, sliding PE with Mr Reynolds	Catching a large ball. PE with Mr Reynolds	Demonstrate balance whilst riding on a balance bike or scooter. PE with Mr Reynolds
Personal, Social and Emotional	FS1	Appreciating nature and the world around us. Celebration of Spring.	Introduce the value- Resilience - Keep on trying	Turn taking	Sharing	It is ok to lose.	Looking after resources.	Is it fair?
	FS2	Appreciating nature and the world around us. Celebration of Spring.	Introduce the value-Resilience- Never give up	What makes us healthy? Items in our lunch box	Turn taking. Playing board games without support. Recycling game	Express their likes and dislikes. Looking after resources. Circle time	When do I feel happy? When do I feel sad?	Fair and Unfair?

I De vel op me nt						discussions		
Role play	FS1				»»»»»»		»»»»»»	
	FS2	Garden Centre	»»»»»»	Cafe	»»»»»»	Estate Agents	»»»»»»»»	