



## CURRICULUM OVERVIEW FOR FOUNDATION STAGE - Spring 1 – 21-22

### Adventures (Traditional Tales)

SPRING TERM 1		Week 1 Welcome Back!	Week 2	Week 3	Week 4	Week 5	Week 6
Important events		(3 days)	Goldilocks	The Three Little Pigs	Three Billy Goats Gruff	Expressive Arts week	Jack and the Beanstalk  Art Exhibition
Communication and Language	FS1	<p style="color: blue;">Use longer sentences and start to link ideas.</p> <p style="color: blue;">Describe events that have already happened</p> <p>Key worker groups- what did they do over Christmas/in the holidays?</p>	<p style="color: blue;">Use longer sentences and start to link ideas.</p> <p style="color: blue;">Describe events that have already happened</p> <p>Key worker groups discussions</p>	<p style="color: blue;">Use longer sentences and start to link ideas.</p> <p style="color: blue;">Describe events that have already happened</p> <p>Re-tell story of The Three Little Pigs</p>	<p style="color: blue;">Have mostly clear speech and be easily understood.</p> <p style="color: blue;">Take turns in speech and listen to others.</p> <p>Discussion about journeys</p>	<p style="color: blue;">Discussion relating to Take One Picture</p>	<p style="color: blue;">Have mostly clear speech and be easily understood.</p> <p style="color: blue;">Take turns in speech and listen to others.</p> <p>Re-tell traditional tales learnt using story props</p>
	FS2	<p style="color: blue;">Can ask a question.</p> <p>Discussion about what they did in the holidays (Check-in)</p> <p>Link to curriculum map- what do they want to learn- link</p>	<p style="color: blue;">Use story language.</p> <p style="color: blue;">Retell short stories in order</p> <p>Order and re-tell the story</p>	<p style="color: blue;">Use story language.</p> <p style="color: blue;">Retell short stories in order</p> <p>Write speech bubbles and re-tell story</p>	<p style="color: blue;">Use story language.</p> <p style="color: blue;">Retell short stories in order.</p> <p>Acting out story and hot seating characters</p>	<p style="color: blue;">Discussion relating activities relating to Take One Picture</p>	<p style="color: blue;">Use story language.</p> <p style="color: blue;">Retell short stories in order.</p> <p>Make a story map</p>

		to adventures and traditional tales					
Literacy	FS1	Shows awareness of sounds and is able to make sounds Listening activities	Enjoys stories and can join in with repeating phrases  Telling the story of The Three Little Pigs in key worker groups	Makes marks on paper  Introducing name writing using name cards	Makes marks on paper  Modelling writing a story	Discussion relating activities relating to Take One Picture	Give meaning to their marks.  Using format of traditional tales write a shared story.
	FS2	Can segment sounds in simple words and blend them together  Shared writing <b>Assessed writing-</b> Writing a list  Phonics assessment	Is able to engage in book talk, e.g., author, illustrator, blurb and title. Is aware of the order of a story and can tell beginning, middle and end.  Hot seating / story sequencing games.  Can segment sounds in simple words and blend them together. Beginning to write graphemes, with	Is able to engage in book talk, e.g., author, illustrator, blurb and title. Is aware of the order of a story and can tell beginning, middle and end.  Hot seating / Speech bubble writing  Can segment sounds in simple words and blend them together. Beginning to write graphemes, with	Is able to engage in book talk, e.g., author, illustrator, blurb and title. Is aware of the order of a story and can tell beginning, middle and end.  Drama; retelling the story in the wooded area  Can segment sounds in simple words and blend them together. Beginning to write	Discussion relating activities relating to Take One Picture  Can segment sounds in simple words and blend them together. Beginning to write graphemes, with good formation.	Can segment sounds in simple words and blend them together. Beginning to write graphemes, with good formation.  Drawing the beanstalk / writing; what would they like to find at the top of <i>their</i> beanstalk?

			good formation. Can say phonemes associated with a letter shape.	good formation. Can say phonemes associated with a letter shape.	graphemes, with good formation. Can say phonemes associated with a letter shape.	Can say phonemes associated with a letter shape.	
Maths	FS1	Join in with number songs and rhymes, showing some awareness of counting.  Number rhymes	Make comparisons of size- length and size.  Ordering size of bears and furniture	Name simple 2D shapes.  2D shape activities	Can move toys in response to language  Positional language- Beebots on a journey	Activities relating to Take One Picture	Make comparisons of size- length and size.  Comparing length of shoes of characters
	FS2	Develop children's ability to subitise using non standard patterns to represent numbers.  Number bonds- subitising	Order numbers and recognise the pattern of the counting system finding 1 more and 1 less for any given number to 10  Measures- more/less	Uses positional language  Positional language- Beebots on a journey	Manipulate shapes to build models  Shape- build a bridge	Activities relating to Take One Picture	Order numbers and recognise the pattern of the counting system finding 1 more and 1 less for any given number to 10.  Ordering and comparing numbers
Understanding the world	FS1	Explores the outdoor environment.	Knows names of different fruits and vegetables.	Explore a collection of materials. Investigate and	Follow simple directions- forwards, backwards	Activities relating to Take One Picture	Discusses why some objects are old and new.

		Curriculum map	At snacktime try new fruit and vegetables	begin to describe a range of materials	Beebots		Discussion of artefacts, what would you find in the castle?
	<b>FS2</b>	Curriculum map- what we know and what we want to learn?	Investigate a collection of materials. (Link to DT) Make a chair for Goldilocks	Investigate a collection of materials. (Link to DT) Make a chair for Goldilocks	Discusses that some objects are old and new Photographs of old and new transport	Activities relating to Take One Picture	Able to use a simple program using ICT. (Relating to maps)
Expressive arts and design	<b>FS1</b>	Free painting and cut and stick	Use a line to enclose a space and use these shapes to represent an object  Children to draw a bear- look at pictures and model	Knows some colour words- primary colours Explore colour in own work and how colour can be changed  Colour mixing, with 2 colours	Using and manipulating scissors to cut paper  Cut and stick 2D shapes to make trains	All EAD activities relating to Take One Picture	draw a beanstalk, print leaves , then cut and stick them on
	<b>FS2</b>	Free painting and cut and stick	Produces recognisable drawings of people and objects  Children to draw the three bears of differing sizes- look at pictures	Develops the language of colour- secondary colours, and mixes colours to make new colours  Colour mixing paint palettes and small brushes	Creates a simple collage  Printing with 2D shapes to make train	All EAD activities relating to Take One Picture	draw a beanstalk, print leaves , then cut and stick them on

			and model				
Physical Development	FS1	Do up a zip once started  Focus on being independent	Pour a drink. Will try different fruits.  Focus on being independent	Focus on scribbling and Write Dance  Through observation	Use scissors to cut paper and hold scissors correctly. Make marks confidently.  Painting with different tools and media	Activities relating to Take One Picture	Make marks confidently.  Making marks and drawing beanstalks
	FS2	Holds a pencil with an effective tripod grip and holds paper with other hand  Assessed writing	Can put a coat on independently and zip up  (Observe and assess)	Can put a coat on independently and zip up  (Observe and assess)	Uses a knife and fork competently  (Observe and assess)	Activities relating to Take One Picture	HEALTHY PERSON ASSESSMENT Circle time discussions
Personal, Social and Emotional Development	FS1	Introduce the value- kindness  Key worker discussions	Developing good relationships with key adults in school.  Through key worker groups	Can manage and express their feelings.  Self-esteem- looking in a mirror	Understands how to share toys. Can manage and express their feelings. Through key worker groups, discussion about friends	Activities relating to Take One Picture	Keeping myself safe  Discussions through key worker groups
	FS2	Introduce the value- kindness  Circle time discussions	Self-esteem Feeling good about myself- Friend on Friday Show and Tell Check out circles	Introduce feelings board Discussion about feelings and how to use the board	Understand the importance of and how to look after their teeth. Activities relating to ..	Activities relating to Take One Picture	Keeping myself safe (Pantosaurus) Through discussion and circle time
Role play	FS1	Home corner	Shop>>>>>>>		>>>>>>>		
	FS2	Home corner	Shop>>>>>>		>>>>>>>		