



CURRICULUM OVERVIEW FOR FOUNDATION STAGE- Autumn 1 All About Me



<u>AUTUMN TERM 1</u>		<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
Weekly Focus		Home visits	Familiarisation sessions	Feelings	Feelings	Friends	Friends	Autumn
Focus Text for Writing			Writing: Where The Wild Things Are (Maurice Sendak)	Writing: Where The Wild Things Are (Maurice Sendak)	Writing: Where The Wild Things Are (Maurice Sendak)	Bringing the Rain to Kapiti Plain (Verma Aardema)	Bringing the Rain to Kapiti Plain (Verma Aardema)	Bringing the Rain to Kapiti Plain (Verma Aardema)
<u>Communication and Language</u>	FS1		Familiarisation sessions	<p>Make their needs known to an adult</p> <p>Children to begin to gain confidence in order to make a request</p>	<p>Make their needs known to an adult</p> <p>Children to begin to gain confidence in order to make a request</p> <p>Greet a familiar adult>>>>>></p>	<p>Have mostly clear speech and be easily understood</p> <p>Introduce key worker groups, (through discussing developing relationships with staff and peers).</p>	<p>Have mostly clear speech and be easily understood</p> <p>Say hello around the circle, reinforce names and greeting</p>	<p>Responds to own name</p> <p>Responds to an adult through gestures or voice</p>

	FS2		<p>Greet a familiar adult</p> <p>Begin to respond during register and check in</p>	<p>Can respond to others in words or gestures</p> <p>Beginning to develop interactions with peers and familiar adults</p>	<p>Enjoy listening to stories</p> <p>Can respond to others in words or questions.</p>	<p>Can respond to others in words or questions</p> <p>Discussion about families using photograph as stimulus</p>	<p>Can respond to others in words or questions</p> <p>Discussion about families using photograph as stimulus</p>	<p>Maintain attention and can sit quietly</p> <p>Sitting for story sessions</p>
<u>Literacy</u>	FS1		<p>Familiarisation sessions</p>	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Enjoys sharing stories</p> <p>Introduce story times and model good listening</p>	<p>Makes marks on paper</p> <p>Model use of mark-making area</p>	<p>Introduce Monster Phonics</p> <p>Show awareness of sounds and be able to make sounds</p> <p>Introduce Monster Phonics land and identify sounds from the map</p>
	FS2		<p>Begin to recognise their own name</p> <p>Finding their peg, tray and self registration tag</p> <p>Drawings with Oral explanations</p>	<p>Beginning to hear and make letter sounds</p> <p>Introduction of letter sounds in phonics sessions</p> <p>Oral retelling of story</p>	<p>Beginning to hear and make letter sounds</p> <p>Introduction of letter sounds in phonics sessions</p> <p>Develop and draw their own character and label it</p>	<p>Enjoy an increasing range of books</p> <p>Focus on story sessions</p> <p>Retelling of story and oral explanations</p>	<p>Make marks and ascribe meaning to them</p> <p>List: What makes a good friend</p> <p>Tourist Info Leaflet: Drawings and written captions</p>	<p>Makes diagonal and vertical line marks</p> <p>Focus on Write Dance</p> <p>Tourist Info Leaflet: Drawings and written captions</p>

<u>Maths</u>	FS1		Familiarisation sessions	Joins in with number songs Children to show awareness of number through singing	Joins in with number songs Children to show awareness of number through singing	Have awareness of number Introduce 5 minutes maths (Number songs and counting activities)	Have awareness of number 5 minute maths (Number songs and counting activities)	Say some numbers in order 5 minute maths and number songs Any opportunity for counting within routines
	FS2		Joins in with Counting songs Looks at the shapes of numbers	Recognise numbers up to 5 Maths inputs to reinforce number recognition to 5	Subitising Peeping Numicon	Recognise simple shapes Shape activities	NCETM Mastering Maths Week 1 Subitising to 3	Measures Measuring foot Measuring height
<u>Understanding the world</u>	FS1		Familiarisation sessions	Explores the outdoor environments Exploring the side garden, herbs, log area etc	Explores the outdoor environments Exploring the side garden, herbs, log area etc	Explores the outdoor environments Explore water wall, mud kitchen and sand play	Is beginning to talk about their lives Introduce key worker groups	Is beginning to take an interest in their peers Observe interaction
	FS2		Begin to notice about similarities and differences between home and school environments Daily check in conversations	Explores the indoor/outdoor learning areas Introduce areas- mud kitchen, garden, water wall, playdough parlour, investigation table	Explores a variety of food Explores food by cutting vegetables and fruits	Explores a variety of food and begins to use vocabulary to describe Explores food by cutting vegetables and fruits	Begins to talk about their outdoor learning Explore areas- mud kitchen, garden, water and discuss likes and dislikes	Explores and talks about similarities and differences in their environment Exploring and describing Autumn items

<u>Expressive arts and design</u>	FS1		Familiarisation sessions	<p>Introduce tools and materials in the art area</p> <p>Experimenting with a range of materials and simple tools (paint, brushes, scissors, glue, variety of sticking materials)</p>	<p>Know some colour words</p> <p>Experimenting with a range of paint and tools</p>	<p>Begin to experiment with tools and materials</p> <p>Exploring art area, use of paint and different tools, eg, sized brushes, print tools etc</p>	<p>Respond to music with movement</p> <p>Introduce Write Dance- Demonstrate movement and encourage children</p>	<p>Beginning to build a repertoire of songs and rhymes</p> <p>Use of nursery rhyme bags in key worker time</p>
	FS2		<p>Explore the tools and materials in the art area</p> <p>Experiments with paint brushes, different resources</p>	<p>Begins to ascribe meaning to their representations</p> <p>Talks about their creations</p>	<p>Recognise and name some colour words</p> <p>Experimenting with a range of paint and tools in order to mix colours</p>	<p>To explain what a portrait is. To create a self-portrait</p> <p>Lesson 1- create artwork through an observational study.</p> <p>Use artistic tools and equipment.</p>	<p>Use a variety of tools and materials</p> <p>Introduce new tools in art area</p>	<p>Imitates real life scenarios through play</p> <p>Observe play in home corner</p>
<u>Physical Development</u>	FS1		Familiarisation sessions	<p>Can go to the toilet independently</p> <p>Children to use toilet and wash hands</p>	<p>Can sit on a chair and on the carpet</p> <p>Through story sessions encourage children to sit on</p>	<p>Skills of independence</p> <p>Use toilet, wash hands, sit on carpet</p>	<p>Skills of independence</p> <p>Use toilet, wash hands, sit on carpet</p>	<p>Skills of independence</p> <p>Use toilet, wash hands, sit on carpet</p>

					the carpet to listen			
	FS2		<p>Begins to explore the learning environment using fine and gross motor skills</p> <p>Explore the learning environment</p>	<p>Understand how to warm up our muscles</p> <p>Take part in 'Write Dance'</p>	<p>Use scissors to make snips in paper</p> <p>Scissor assessment</p>	<p>Uses scissors to begin to cut out shapes</p> <p>Scissor skills</p>	<p>Can find a space</p> <p>Beginning to develop an understanding of space when doing PE</p>	<p>Can feed themselves with control</p> <p>Observe lunchtimes</p>
<u>Personal, Social and Emotional Development</u>	FS1		<p>Familiarisation sessions</p>	<p>Separate from their carer</p> <p>Can put their belongings onto their peg</p> <p>Daily routines</p>	<p>Separate from their carer</p> <p>Can put their belongings onto their peg</p> <p>Daily routines</p>	<p>Separate from their carer</p> <p>Can put their belongings onto their peg</p> <p>Daily routines</p>	<p>Has awareness of daily routine</p> <p>Can follow routines</p>	<p>Beginning to acknowledge others in the environment</p> <p>Observe interaction</p>
	FS2		<p>Can organise themselves in the environment. (class, peg, lunchtime)</p> <p>Through increased awareness of routines children show more awareness and organisation</p>	<p>Expressing and recognising emotions</p> <p>What do we worry about?</p> <p>What can we do if we have a worry?</p>	<p>Expressing and recognising emotions</p> <p>What makes us feel happy?</p> <p>What makes us feel sad?</p>	<p>What makes a good friend?</p> <p>What does a friend do?</p>	<p>Introduce Friend on Friday</p> <p>Choose a child and model what makes them a special friend. Children then express their feelings about that person.</p>	<p>To recognise our qualities</p> <p>(Bring and Bin game)</p> <p>What special quality do I have that I can BRING to the class all year?</p> <p>Is there something that I would like to put in the BIN that is not going to help me flourish this year?</p>

