



Adventures (Traditional Tales and Shops)

Curriculum Overview For Foundation Stage- Spring 1

<u>AUTUMN TERM 2</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>
Weekly Focus						Expressive Arts Week	
Focus Text	FS1	The Three Little Pigs	The Three Little Pigs	Three Billy Goats Gruff	The Gingerbread Man	Take One Picture	
Focus Text	FS2	The Magic Paintbrush	The Magic Paintbrush The Elves and the Shoemaker	The Magic Paintbrush Three Billy Goats Gruff	Little Red The Three Little Pigs	Little Red The Gingerbread Man	Little Red Chicken Licken
Important Events		Kindness week		FS2- Reading Consultations	FS1- Trip to the Cafe FS2- Trip to the shop for ingredients	Expressive Arts Week Local Walk- Ex.Arts link	Art Exhibition Chinese New Year Shrove Tuesday

<u>Communication and Language</u>	FS1	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened</p> <p>Key worker groups- what did they do over Christmas/in the holidays?</p>	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened.</p> <p>Retell the story of The Three Little Pigs</p>	<p>Can start a conversation and continue it.</p> <p>Take turns in speech and listen to others.</p> <p>Observations during key worker groups</p>	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened</p> <p>Enjoy make-believe.</p> <p>Discuss our visit to the cafe and act out roles in role play cafe</p>	<p>Discussion about Take One Picture</p>	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened.</p> <p>Retell traditional tales which learnt this half term</p>
	FS2	<p>Can ask a question.</p> <p>Discussion about what they did in the holidays (Check-in)</p> <p>Curriculum map- what do they want to learn? Link to adventures and traditional tales</p>	<p>Use story language.</p> <p>Retell short stories in order</p> <p>Sequence and re-tell the story</p>	<p>Use story language.</p> <p>Retell short stories in order</p> <p>Adapt a familiar story and re-tell</p>	<p>Use story language.</p> <p>Retell short stories in order.</p> <p>Acting out story and hot seating characters</p>	<p>Discussion relating to the activities for Take One Picture</p>	<p>Use story language.</p> <p>Retell short stories in order.</p> <p>Make a story map</p>
<u>Literacy</u>	FS1	<p>To engage in book talk, eg, author, title.</p> <p>During storytime reinforce book talk</p>	<p>Enjoys stories and can join in with repeating phrases</p> <p>Telling the story of The Three Little Pigs in key worker groups</p>	<p>Makes marks on paper</p> <p>Introducing name writing using name cards</p>	<p>Give meaning to their marks.</p> <p>Using little books, children to make marks using traditional tales as stimulus</p>	<p>Discussion relating activities relating to Take One Picture</p>	<p>Enjoys stories and can join in with repeating phrases.</p> <p>Retelling the story The Gingerbread Man, joining in with phrases</p>
	FS2	<p>Can segment sounds in simple words and blend them together</p> <p>Can use taught sounds and HFW to write a short caption</p> <p>Paint a picture from the story and write a short caption to go with it</p>	<p>Is able to engage in book talk, e.g., author, illustrator, blurb and title.</p> <p>Is aware of the order of a story and can tell beginning, middle and end.</p> <p>Sequencing the story of The Magic Paintbrush</p>	<p>Is able to engage in book talk, e.g., author, illustrator, blurb and title.</p> <p>Is aware of the order of a story and can tell beginning, middle and end.</p> <p>Adapting and sequencing a story based on The Magic Paintbrush</p>	<p>To represent own ideas, thoughts and feelings through roleplay</p> <p>Using props to hotseat the characters from Little Red</p>	<p>Discussion relating to the activities for Take One Picture</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>Design their own colourful characters and write about them using sounds</p>	<p>To develop own narratives and explanations by connecting ideas or events</p> <p>Write a recipe for a fruit smoothie</p>

						they have been taught.	
Maths	FS1	<p>Have an awareness of number., eg, their age is a number, their house has a number. Say some numbers in order, 0-5. Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Number rhymes and songs, 5 minute maths</p>	<p>Count with 1-1 correspondence.</p> <p>Count the number of pigs with 1-1 correspondence</p>	<p>Make comparisons of size- length and size.</p> <p>Compare and order the sizes of the goats</p>	<p>Show an interest in playing with shapes.</p> <p>Shape construction activities</p>	<p>Activities relating to Take One Picture</p>	<p>Can put toys in position in response to language, eg, put the bear in front of the table.</p> <p>Using a gingerbread man, put it in different positions, eg, in the oven, over the river</p>
	FS2	<p>Continues to use marks to represent numbers.</p> <p>Uses everyday language related to time</p> <p>Orders and sequences familiar events</p> <p>Measures short periods of time in simple ways</p> <p>Mastering Number week 11 Conceptual subitising to understand part whole groups</p>	<p>Develop use of Numicon to represent money, to weigh with, explore symmetry. Measures- more/less</p> <p>Mastering Number week 12 Counting, ordinality and cardinality Counting out items up to 10 from a larger group. (Assessment)</p>	<p>Uses familiar objects and 2D and 3D shapes to create patterns. Manipulate shapes to build models</p> <p>Shape- build a bridge (Assessment)</p> <p>Mastering Number week 13 Composition of 5 Five Little Speckled Frogs part part whole to 5</p>	<p>Order numbers and recognise the pattern of the counting system finding 1 more and 1 less for any given number to 10</p> <p>Ordering and comparing numbers</p> <p>Mastering Number week 15 Comparison 'equal' or 'not equal' groups Manipulate groups so they are equal if not equal at first</p>	<p>Activities relating to Take One Picture</p> <p>Develop children's ability to subitise using non standard patterns to represent numbers. Uses positional language</p> <p>Positional language- Plan a route for a Beebot (Assessment)</p> <p>Mastering Number week 14 Composition (dice patterns) understanding 6 and 7 as '5 and a bit' using double dice pattern (Assessment)</p>	<p>Develop understanding of number bonds to 5 for each number.</p> <p>Mastering Number Number bonds- subitising revisit</p>

<u>Understanding the world</u>	FS1	<p>Is beginning to talk about their lives and those of others. Is beginning to take an interest in their peers.</p> <p>Key worker discussions</p>	<p>Explores the outdoor environment.</p> <p>Introduce Forest School sessions</p>	<p>Know names of different fruit and vegetables.</p> <p>Focus on snacktime, introducing new fruits and vegetables and describing them</p>	<p>Can talk about the weather.</p> <p>Keep a weather chart and discuss daily weather during key worker groups</p>	<p>Activities relating to Take One Picture</p>	<p>Follow simple directions, backwards and forwards, (Beebots). (Link to Maths)</p> <p>Beebot to take the gingerbread man to different positions and use positional language</p> <p>Is beginning to talk about their lives and those of others. Is beginning to take an interest in their peers.</p> <p>Special days</p>
	FS2	<p>Adventures Curriculum map- what we know and what we want to learn?</p>	<p>Investigate a collection of materials. (DT and Science)</p> <p>Make a chair for Goldilocks</p>	<p>Investigate a collection of materials. (DT and Science)</p> <p>Make a chair for Goldilocks</p>	<p>Able to use a simple program using ICT. (Geography)</p> <p>Problem solving using maps and Beebots</p>	<p>Activities relating to Take One Picture</p> <p>Knows what happens within each season and how the weather changes.</p> <p>Spring Walk</p>	<p>Can talk about their family.</p> <p>Is beginning to learn about other cultures. Listens to stories set in other countries.</p> <p>Shrove Tuesday Chinese New Year</p>

<u>Expressive arts and design</u>	FS1	<p>Begin to experiment with tools and materials.</p> <p>Experiment with different tools and materials in art area</p>	<p>Talks about what they're drawing.</p> <p>Draw a pig to make a Three Little Pigs display</p>	<p>Build with a purpose in mind.</p> <p>Use construction materials to build a bridge</p>	<p>Take on a role during play.</p> <p>Link to role play cafe</p>	<p>Participates in a whole school expressive arts week, based on Take One Picture.</p>	<p>Show an awareness of music.</p> <p>Respond to music with movement and copy simple patterns.</p> <p>Music sessions</p>
	FS2	<p>Copies simple rhythmic patterns.</p> <p>Body percussion and untuned percussion instruments</p>	<p>Recognise and name some colour words.</p> <p>Colour wheel and colour mixing</p>	<p>Has knowledge of ascending and descending sounds.</p> <p>Singing with Ms Bancroft</p>	<p>Follows rhymes and patterns using voice and instruments.</p> <p>Singing with Ms Bancroft</p>	<p>Participates in a whole school expressive arts week, based on 'Take One Picture'.</p> <p>Take One Picture activities</p>	<p>Knows what an artist, illustrator, is and continues to respond to some of their work.</p> <p>Experiment with the use of small tools.</p> <p>DT making Fruit smoothies (floor book)</p>
<u>Physical Development</u>	FS1	<p>Do up a zip once started.</p> <p>Go to the toilet independently and able to wipe themselves clean.</p> <p>Focus on being independent</p>	<p>Use scissors to cut paper with increasing control.</p> <p>Focus on scissor control</p>	<p>Will try different foods.</p> <p>Link to snack time-encourage children to taste new foods</p>	<p>Make marks confidently (Focus on pencil grip)</p> <p>Link to Literacy</p>	<p>Participates in a whole school expressive arts week, based on 'Take One Picture'.</p> <p>Take One Picture activities</p>	<p>Can walk and run with control.</p> <p>Assess during P.E sessions</p>
	FS2	<p>Move confidently in a variety of ways.</p> <p>PE - to control a ball with your hand</p>	<p>Experiment with the use of small tools.</p> <p>Walk up and down stairs one foot per stair. (Assessment)</p> <p>PE - to roll a ball to a partner (floor book)</p>	<p>Can use a knife and fork with increasingly less support.</p> <p>PE - to bounce the ball to a partner</p>	<p>Uses scissors competently to cut out shapes.</p> <p>PE - to catch a moving ball</p>	<p>Progress towards a more fluent style of moving with developing control.</p> <p>PE - to control a ball with a racket</p>	<p>Can copy a sequence of actions.</p> <p>PE - to complete a simple circuit involving ball skills</p>

<u>Personal, Social and Emotional Development</u>	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 Kindness week activities Circle time discussions	Self-esteem Feeling good about myself- What am I good at? Friend on Friday Show and Tell Check out circles	Revisit Zones board and discuss feelings Discussion about how you feel when...	Understand the importance of keeping ourselves clean. Handwashing song and practise	Keeping myself safe Road safety Through discussion, circle time and on local walk	Keeping myself safe Internet safety Through discussion, stories and circle time
Role Play	FS1	Home corner	Home corner	Home corner	Cafe	Cafe	Cafe
Role Play	FS2	Library/Book shop	Shoe Shop	Shoe Shop	SupermarketT	Traditional Tales Cottage with map (Geography Link)	Chinese Restaurant