



CURRICULUM OVERVIEW FOR FOUNDATION STAGE- Autumn 2
All About Me- Family Celebrations



<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>	<u>Week 7</u>	<u>Week 8</u>
Weekly Focus		Fireworks	Diwali	Birthdays	Birthdays	Weddings and Anniversaries	Other Celebrations	Christmas	Christmas
Focus Text	FS1	Little Glow by Katie Sahota	Big Book of Families by Mary Hoffman	Big Book of Families by Mary Hoffman	Big Book of Families by Mary Hoffman	Peepo by Janet and Allan Ahlburgh	Little Glow by Katie Sahota	The Snowman by Raymond Briggs	The Snowman by Raymond Briggs
Focus Text	FS2	Look Up! by Nathan Bryon	Look Up! by Nathan Bryon	Look Up! by Nathan Bryon	Ning and Night Spirits by Adriena Fong	Ning and Night Spirits by Adriena Fong	Ning and Night Spirits by Adriena Fong	The Snowman by Raymond Briggs	The Snowman by Raymond Briggs
Important Events		Thursday- Individual school photos	ONE WORLD WEEK	Friday- Children In Need		Make vegetable soup	Thursday- Christmas jumper day Wednesday and Thursday- Christmas Shop	FS2 Nativity FS1 Christmas singing	Tuesday- School carol concert Thursday- Christmas parties and Colonel Custard

<u>Communication and Language</u>	FS1	Take turns in speech and listen to others	Take turns in speech and listen to others.	Take turns in speech and listen to others.	Describe events that have already happened.	Describe events that have already happened.	Use a wider range of vocabulary.	Use a wider range of vocabulary.	Use a wider range of vocabulary.
		Introduce key worker groups (sharing news from the holidays, adult to model)	Who is in my family?	Who are my friends?	What is a birthday and how do we celebrate birthdays?	The Christmas story Introduce asking a question	Discussion around reindeer visit	Discussion around Christmas and family celebrations	Discussion around Christmas and family celebrations
	FS2	Use well-formed sentences that can be understood	Describe events in detail.	Building their bank of words and asking meaning of new words and trying to use in context	Describe events in detail.	Ask relevant questions in response to what they have heard.	Ask relevant questions in response to what they have heard.	Using most speech sounds and can be understood easily	Using most speech sounds and can be understood easily
		Discussion about what they did in the holidays (Check-in circle)	What does your family celebrate? Discussion about differences between families. (Link to Understanding the World)	Class discussion on Birthdays- what month is our birthday in?	Discussion about their experiences of birthdays and parties	Discuss anniversaries and weddings- have they been to a wedding? Have their parents had a wedding?	Discuss other celebrations children in our classes celebrate	Nativity performance	Retelling stories linked to Christmas
<u>Literacy</u>	FS1	Shows awareness of sounds and is able to make sounds	Enjoys stories and can join in with repeating phrases	Makes marks on paper	Makes marks on paper	Enjoys stories and can join in with repeating phrases	Give meaning to their marks	Enjoys an increasing range of books	Makes marks on paper
		Introduce Monster Phonics groups and begin activities	Stories and discussion about families- My Dad, I love my mum. I love my dad	Mark-making- Drawing features on a friend	Mark-making- Writing birthday party invitations	Dear Santa- joins in with repeated refrains during story	WRITING DAY (Whole school planning)	Sharing and discussing Christmas stories	Mark-making- (Christmas decorations and activities)

	FS2	<p>Can segment sounds in simple words and blend them together.</p> <p>Is able to engage in book talk, e.g., author, illustrator, blurb and title</p> <p>Children to engage with new text, discuss Author, illustrator, blurb and title</p>	<p>Can segment sounds in simple words and blend them together.</p> <p>Can say phonemes associated with a letter shape.</p> <p>Children to write thought bubbles inspired by the text Look Up!</p>	<p>Can segment sounds in simple words and blend them together.</p> <p>Beginning to hear sounds at the beginning and end of words.</p> <p>Children can write their own version of Look Up!</p>	<p>Beginning to write graphemes, with good formation.</p> <p>Is able to engage in book talk, e.g., author, illustrator, blurb and title</p> <p>Children to engage with new text, discuss Author, illustrator, blurb and title</p>	<p>Beginning to write graphemes, with good formation.</p> <p>Can say phonemes associated with a letter shape.</p> <p>Children to create posters to warn the Night Spirits to stay away</p>	<p>Beginning to write graphemes, with good formation.</p> <p>Can join in and recite familiar refrains in traditional tales and rhymes.</p> <p>Children to write an information text about their Night Spirit</p>	<p>Beginning to write graphemes, with good formation.</p> <p>Whole School writing using The Snowman as a stimulus</p>	<p>Beginning to write graphemes, with good formation.</p> <p>Writing in Christmas cards</p>
Maths	FS1	<p>Join in with number songs, 1-5</p> <p>Begin to say numbers 1-1 in order. (Count children in keyworker groups)</p> <p>Number songs and rhymes Finger numbers up to 5</p>	<p>Begin to count up to 5 objects, movements and claps.</p> <p>Linked to how many children in a keyworker group</p>	<p>Begin to match 2D shapes in a game- circle and square</p> <p>Activities relating to 2D shape (Art work, key worker groups, focus activities)</p>	<p>Begin to say numbers 1-1 in order.</p> <p>Adding correct number of candles to birthday cakes, relating numeral to amount</p>	<p>Join in with number songs, 1-5</p> <p>Begin to say numbers 1-1 in order</p> <p>5 minute maths songs and rhymes</p>	<p>Show awareness of measures during play</p> <p>Relate to reindeer food, children adding ingredients and making bag empty/full</p>	<p>Begin to notice simple patterns during play</p> <p>Christmas decorations and stockings</p>	<p>Begin to notice simple patterns during play</p> <p>Christmas decorations and stockings</p>

	FS2	Children know 1 more and 1 fewer for numbers up to 5 Different objects to compare - more than, fewer than	Understand the terms empty, half full and full Capacity Counting ordinality cardinality	Children can manipulate a 5 frame. Children can identify which group has more. Different amounts to compare - more than , fewer than, the same as	Understands that a whole number can be composed of smaller parts. Children explore different parts of something that together make a whole	Understands 1:1 correspondence to 5. Orders numbers up to 5. Part part whole composition of 3,4,5	Counts forwards to 10 from any given number. Recognises dice patterns up to 6 Subitise using dominoes and tens frame.	Names 3D shapes (cube, cuboid, sphere, Explore 3D shape, Recognise and describe, comparison of weight	Uses familiar objects and common shapes to create and recreate patterns and build models. Pattern Understand, make and describe repeating patterns
<u>Understanding the world</u>	FS1	Is beginning to talk about their lives. Introduce topic of celebrations Discussion about Bonfire Night, and keeping ourselves safe	ONE WORLD WEEK Is beginning to take an interest in their peers, Which celebrations do your family celebrate?	Is beginning to take an interest in their peers, Discussion about families- Who is in my family? (Photos of families)	Is beginning to take an interest in their peers. How do we celebrate birthdays?	Understand language of today, tomorrow and yesterday. Speak about an event which has happened in the past and discuss a future event. Introduce Christmas and discuss family celebrations, do you celebrate, how?	Understand language of today, tomorrow and yesterday. Speak about an event which has happened in the past and discuss a future event. Christmas celebrations and activities	Understand language of today, tomorrow and yesterday. Speak about an event which has happened in the past and discuss a future event. Christmas celebrations and activities	Understand language of today, tomorrow and yesterday. Speak about an event which has happened in the past and discuss a future event. Christmas celebrations and activities
	FS2	Remembers and talks about significant events in their life Create Topic Map- what do we know about Celebrations? What do we want to know?	Shows an interest in the lives of people around them Able to use a simple programme for ICT Create a Diwali inspired image using Purple Mash	Shows an interest in the lives of people around them Identify similarities and differences in different environments (Home and School.)	Use language associated with time – today, tomorrow, yesterday, week, month, year. Using Historic Home role play as a prompt-discuss differences	Use language associated with time – today, tomorrow, yesterday, week, month, year. Using Peepo as a stimulus, discuss similarities and differences between the	Remember and talk about significant events in their life. Know some things that make them unique and different to others.	Can talk about their family Remember and talk about significant events in their life. Talk about who celebrates Christmas? What traditions	Enjoy joining in with family customs Know some things that make them unique and different to others. Writing Christmas

		(Planning depends on outcome)		Talking about their peers, how are their families the same/different	between now and in the past.	images in the book and their own homes (link to Historic home role play)	Discuss other celebrations families celebrate and return to Topic Map- have we answered our initial questions?	do our families have?	cards for family and creating calendars to gift to their families
<u>Expressive arts and design</u>	FS1	Explore how paint can be manipulated to create a range of effects Links to fireworks- Colour mixing Large spatter painting	To explore and manipulate 3D materials, such as play dough. Introduce Story Dough sessions	Use a line to enclose a space and use these shapes to represent an object Pen picture of their family	Using and manipulating scissors to cut paper Colour collage using a range of materials	Use simple tools to shape, assemble and join materials- glue, scissors, tape. Focus on modelling	Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns. Christmas singing for parents	Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns. Christmas singing for parents	Begins to use a variety of art tools such as pencil, crayons and paint brushes. Christmas art activities
	FS2	Knows what an artist, illustrator, craft maker and designer is and responds to some of their work Colour mixing Large spatter painting, outdoors and mixing colours (Jackson Pollock) (See art planning)	Knows what an artist, illustrator, craft maker and designer are and responds to some of their work (art lesson). Art lesson 2- Jackson Pollock drip painting (Link to spatter painting)	Develops simple patterns by printing with objects using a range of materials Shape printing to be used for Calendars	Produces recognisable drawings of people and objects. Articulates what they are drawing to an adult. Draw family using shape prints to be used for calendars	Produces recognisable drawings of people and objects. Articulates what they are drawing to an adult. Painting using handwriting pattern cards as a reference	Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving Christmas art activities	Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving Christmas art activities	Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving Christmas art activities
	FS1	Put arms into coat unaided. Do up a zip to the top once started.	Explores malleable materials Starting story dough sessions	Pour a drink Try different foods	Pour a drink Try different foods	Begin to develop control using tools Try different foods	Put arms into coat unaided. Do up a zip to the top once started.	Pour a drink Try different foods	Use scissors to cut paper and hold scissors correctly Christmas activities

<u>Physical Development</u>		Focus on skills of independence, managing coat and dressing self		Focus on snack time and relate this to family celebrations	Focus on snack time and birthday celebrations	Preparing vegetables and tasting vegetable soups	Re-visit focus on skills of independence, managing coat and dressing self	Focus on snack time and Christmas parties	
	FS2	Can put coat on independently. Can fasten coat. Focus on independence skills	Can put coat on independently. Can fasten coat. Focus on independence skills	Can get changed and unchanged with very little support. Understand what P.E. is and why we do it.	Can get changed and unchanged with very little support. Understand what P.E. is and why we do it.	Uses malleable materials and tools with control Play dough decorations Tree decorations	Uses malleable materials and tools with control Play dough decorations Tree decorations	Uses scissors competently to cut out shapes Christmas activities	Uses scissors competently to cut out shapes Christmas activities
<u>Personal, Social and Emotional Development</u>	FS1	Seperate from carer happily Return into school happily Safety on bonfire night Value- Respect	Can follow daily routines Will have a go at all activities Activities to demonstrate growing independence	Develops relationships with peers in school Discussions about friends	Can play a game led by an adult Introduce Orchard games	Waits for their turn to talk Activities in key worker groups	Waits for their turn to talk Activities in key worker groups	Enjoys being part of the wider aspect of school – assemblies, parties Christmas activities	Enjoys being part of the wider aspect of school – assemblies, parties Christmas activities
	FS2	Children talk about the events in their own lives and the lives of family members. Children talk about ways to stay safe. Develops good relationships with key adults in school. Circle time- safety on bonfire night Discussion	Children know about difference between themselves and others, and among families. Develops relationships with peers in school. Discuss learning map, what they want to learn about celebrations	>>>>>>>>>> Children know and name parts of the body and the senses. Children to label a simple body map and continue to explore the area using their senses. Talk about facial features when	Children know the importance for good health of physical exercise. They talk about ways to keep healthy and safe. Weather changes- how we look after ourselves Keeping ourselves warm	Children know about communities and traditions within their community. They know that other children do not always enjoy the same things and are sensitive to this. Children are confident to try new things.	>>>>>>>>>>>> > Children understand why they need to look after their teeth. Children explore an area of food and drink and sort according to whether they are good for your teeth or	>>>>>>>>>>>> >>>>> Children understand how to look after their teeth. Children learn how to brush their teeth correctly using real toothpaste and a toothbrush. (toothbrushing song)	>>>>>>>>>

		about Bonfire Night and keeping ourselves safe Value- Respect	Awareness of families Awareness of other cultures	completing their portrait.	Wearing the right clothes for indoor and outdoor play	They are confident to speak in a small group. Christmas activities	bad for your teeth.		
Role Play	FS1	Home Corner	Home Corner	Home Corner	Home Corner	Christmas Wrapping Shop	Christmas Wrapping Shop	Christmas Wrapping Shop	Christmas Wrapping Shop
Role Play	FS2	Space Station	Space Station	Space Station	Historic Home	Historic Home	Santa's Workshop and Post Office	Santa's Workshop and Post Office	Santa's Workshop and Post Office