



On The Move!

Curriculum Overview For Foundation Stage- Summer 1

<u>SUMMER 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>
Weekly Focus		Road	Road	Rail	Rail	Water	Water
Focus Text	FS1	The Lion on the Bus By Gareth P. Jones	Don't Let the Pigeon Drive the Bus By Mo Williams	The Train Ride By June Crebbin	The Magic Train Ride By Sally Crabtree	Portside Pirates By Oscar Seaworthy	Ten Little Pirates By Mike Brownlow
Focus Text	FS2	My Shadow is Pink by Scott Stuart	My Shadow is Pink by Scott Stuart	So Much by Trish Cooke and Helen Oxenbury	So Much by Trish Cooke and Helen Oxenbury	The Night Pirates by Pete Harris and Deborah Allwright	The Night Pirates by Pete Harris and Deborah Allwright
Important Events			Walk to the zebra crossing		4 days Ride on the train to Bletchley May Fair	Pirate Dress-Up day	Books in the Woods

<u>Communication and Language</u>	FS1	<p>Take turns in speech and listen to others</p> <p>Key worker groups- News telling- what did they do over the holidays</p>	<p>Take turns in speech and listen to others</p> <p>Discussion about road safety</p>	<p>Can communicate a basic need to an adult.</p> <p>Through observations</p>	<p>Describe events that have already happened</p> <p>Discussion about journeys</p>	<p>Beginning to develop imagination.</p> <p>Pirate role play linked to stories</p>	<p>Listen to longer stories and answer questions immediately afterwards</p> <p>Pirate stories</p>
	FS2	<p>Enjoy listening to an increasing range of stories.</p> <p>Ask relevant questions in response to what they have heard.</p> <p>Topic Map- What do they already know about transport?</p> <p>Discussion- Can everyone like different colours and toys?</p>	<p>Building their bank of words, ask meaning of new words and trying to use in context.</p> <p>Describe events in more detail.</p> <p>Discussion- How did we feel when starting school and how can we help nursery children feel happier when they start school?</p>	<p>Retell stories in increasing detail.</p> <p>Describe events in more detail.</p> <p>Discussion- "When I was little I..." Children to discuss something they liked to do when they were little. Teach past tense.</p>	<p>Developing use of story language.</p> <p>Describe events in more detail.</p> <p>Discussion- using the talking frame "I like to ___ with my ___, SO MUCH!"</p>	<p>Understand spoken instructions and can listen without stopping what they are doing.</p> <p>Understand a longer list of instructions.</p> <p>Discussion- Using instructions on our Pirate Maps go on a pirate treasure hunt- following the one and two step instructions given.</p>	<p>Describe events in more detail.</p> <p>Building their bank of words, ask meaning of new words and trying to use in context.</p> <p>Discussion- What did we do to become Pirates? How did we talk, walk? What did we wear? What did we do?</p>

<u>Literacy</u>	FS1	<p>Enjoys stories and can join in with repeating phrases.</p> <p>Claps syllables in own name.</p> <p>Linked to familiar story- Lion on the bus</p>	<p>To engage in book talk, eg, author, illustrator and title.</p> <p>Focus at story times</p>	<p>To engage in book talk, eg, author, illustrator and title.</p> <p>Focus at story times</p>	<p>Give meaning to their marks.</p> <p>Focus on mark-making area- The Big Blue Train</p>	<p>Give meaning to their marks.</p> <p>Pirate activities- write a message in a bottle</p>	<p>Recognise written name and start to hear initial sound.</p> <p>Name recognition and phonics activities</p>
	FS2	<p>Is able to engage in book talk, e.g., author, illustrator, blurb and title</p> <p>Introduce focus text</p> <p>Shadow puppets and exploring shade and shadows (UoW link)</p>	<p>Knows that information can be retrieved from books and computers</p> <p>Writing outcome: Letter writing- to Nursery children about what it is like starting 'big' school</p>	<p>Is aware of the order of a story and can tell beginning, middle and end</p> <p>Can join in and recite familiar refrains in traditional tales and rhymes</p> <p>Introduce focus text</p> <p>Role play activities based on families and fun we have together</p>	<p>Begin to write a simple sentence independently</p> <p>Writing outcome: Writing own narrative sentences based on story language</p>	<p>Can say phonemes associated with a grapheme</p> <p>Can read many HFW and focus words given (Monster Phonics)</p> <p>Introduce focus text</p> <p>Pirate dress up day</p>	<p>Can segment sounds in simple words and blend them together</p> <p>Is able to write graphemes, with correct formation</p> <p>Writing outcome: Write 'How To Be A Pirate' guide'</p>
<u>Maths</u>	FS1	<p>Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Number activity- how many animals on the bus</p>	<p>Can put toys in position, in response to language</p> <p>Go Dog Go- putting the dog into positions and using language to describe</p>	<p>Can describe a familiar route</p> <p>Talk about their route to school</p>	<p>Play with and talk about 2D shapes.</p> <p>2D shape activities (Shape transport pictures)</p>	<p>Begin to subitise with objects up to 5. Count with 1-1 correspondence (Up to 5)</p> <p>Transport pictures</p>	<p>Create and extend ABAB patterns</p> <p>Pirate pictures to make patterns</p>

	FS2	<p>Automatically recall numbers bonds for numbers 0 to 5 and some to 10</p> <p>Number bonds- Magic Fish</p> <p>Mastering Number Week 21 Cardinality, ordinality and counting Strategies for helping the children count larger amounts (Silly Puppet/counting wands)</p>	<p>Explore the composition of numbers to 10</p> <p>Addition</p> <p>Mastering Number Week 22 Subitising Regular and irregular representations Making visualisation to show part part whole patterns</p>	<p>Explore the composition of numbers to 10</p> <p>Subtraction</p> <p>Mastering Number Week 23 Composition (Revisit composition of 5) Look at 6, 7, 8 and 9 as '5 and a bit'.</p>	<p>Select, rotate and manipulate shapes</p> <p>3D Shapes - making vehicles</p> <p>Mastering Number Week 24 Composition Look at double dice frames, 10 frames and make collections of 10. Explore the 'tenness of 10'</p>	<p>Compare numbers. Understand the 1 more and 1 less relationship</p> <p>1 more 1 less up to 10 revisit and beyond</p> <p>Mastering Number Week 25 Comparison Introduce number lines through playing lots of games that involve rolling a dice and moving along or back a certain number. Children to physically move themselves along number tracks</p>	<p>Compose and decompose shapes</p> <p>Symmetry - Numicon Patterns</p> <p>Mastering Number Revision week Addition and subtraction activities up to 10 involving subitising, counting along and back on number tracks and physically moving along large number tracks</p>
<u>Understanding the world</u>	FS1	<p>Understand modes of transport using (Check understanding of vocab)</p> <p>Assess prior learning</p>	<p>Know where they live – town.</p> <p>Walk to zebra crossing</p>	<p>Understand the concept of the world.</p> <p>Link to journeys</p>	<p>Understand the concept of the world.</p> <p>Link to journeys</p>	<p>Investigate a range of materials. Considers and offers explanations of how things might work.</p> <p>Make a pirate ship</p>	<p>Investigate a range of materials. Considers and offers explanations of how things might work.</p> <p>Explore and talk about different forces they can feel. Floating and sinking activities</p>
	FS2	<p>Develops an understanding of locational knowledge – beach, city, river, country</p> <p>Learning map- Planning linked to children's prior knowledge and what they want to learn</p>	<p>Develops understanding of transport and makes links – e.g. cars – road, train – tracks</p> <p>Martha Maps It Out-book. Children to make own map of classroom</p>	<p>Understand modes of transport Road safety</p> <p>How we would travel to.....matching transport to journeys</p>	<p>Knows what happens within each season and how the weather changes</p> <p>Walk to station- Discuss what changes we can notice from our Spring walk</p>	<p>Uses descriptive terms such as 'smooth', 'rough' 'boiling' and 'freezing', 'floating and sinking'</p> <p>Finds out how things work by observations and experimentation</p>	<p>Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep</p> <p>Link to PD- PE and country dancing-heart at rest and after movement</p>

						Make a boat which floats (EAD link)	
<u>Expressive arts and design</u>	FS1	Experiments with colour and texture. Talk about what they are drawing. Drawing of animals	To use simple tools and techniques. Learning to use glue stick, glue and spreaders to join materials. Attach two boxes together using glue and spreaders	To use simple tools and techniques. Learning to use glue stick, glue and spreaders to join materials. Making transport using junk modelling	To use simple tools and techniques. Cut and stick 2D shapes to make trains	Engages in dramatic play with others. Pirate dress up day	Can respond to music with movement and copy simple patterns. Making water and pirate music using instruments
	FS2	Imitates real-life scenarios through play	Knows what an artist, illustrator, craft maker and designer are and responds to some of his work David Hockney inspired collages	Produces recognisable drawings of people and objects Observational drawing of a bike (JH to model)	Use a range of objects to imitate play Train station role-play and trip on a train	Follows rhyme and patterns using instruments Pirate dress up day	Has knowledge of ascending and descending sounds Making water music using instruments
<u>Physical Development</u>	FS1	Do up a zip once started Paint with correct strokes Focus on being independent	Eat with a fork and spoon and trying to use a knife. Fine motor activities to encourage use	Use scissors with increasing control. Through observation	Hold pencil with a tripod grip and has developed a hand preference. Focus on the mark-making area	Hold pencil with a tripod grip and has developed a hand preference. Writing their pirate name	Put on socks and shoes. Focus on being independent
	FS2	Can transfer their weight from foot to foot. Observe and assess	Can put a coat on independently and zip up Observe and assess Can use actions to express feelings within a dance	Can move with control at different speeds with a change of direction Observe and assess	Can remember and repeat a pattern of movements. Country dancing	Can move to a count of four beats Music link	Uses a knife and fork competently Observe and assess
	FS1	Introduce the value-resilience	Keeping safe on the roads Road safety	Keeping safe online Internet safety	Keeping safe at school (sun safety)	Keeping safe near water	Tidies away toys and clears away things that have been used

<u>Personal, Social and Emotional Development</u>		Can manage and express their feelings The Colour Monster- Discuss feelings	(Walk to the zebra crossing)	(Smartie the Penguin)	Through discussion in key worker groups	Through discussion in key worker groups	Focus on tidy up time (Messy pirates)
	FS2	Introduce the value-resilience Keep on trying when faced with a challenge I can tell you something I find difficult	Self-esteem Feeling good about myself- I can tell you something I am good at	Road safety Revisit Zones of regulation Discussion about feelings and how to cope with difficult feelings	Keeping safe at school (sun safety) Through discussion (circle time)	Keeping safe near water Through discussion (circle time)	Enjoys being part of the wider aspect of school – assemblies, parties
Role Play	FS1	Hospital/Doctors	Hospital/Doctors	Hospital/Doctors	Vets	Vets Pirate ship (Climbing frame)	Vets Pirate ship (Climbing frame)
Role Play	FS2	Outdoor car wash/Bus Station	Outdoor car wash/Bus Station	Train Station	Train Station	Desert island Pirate ship	Desert island Pirate ship