



Foundation Stage Curriculum Overview

Communication and Language

Through a range of role play, speaking and listening, shared, group and individual reading, and shared and independent writing we will explore the genres of Narrative, Non-Fiction and Poetry such as:

- Stories with repetitive phrases such as 'Polar Bear, Polar Bear' by Eric Carle
- Information on animals and places such as Ice Bear by Nicola Davies
- Poems and songs on a theme (Polar Bears)

As well as:

- Enjoy listening to stories, including traditional tales, and be able to join in with repeated refrains and rhymes
- Follow simple directions and instructions
- Develop vocabulary related to discussions about our focus on bears

Literacy

Using multisensory THRASS (Teaching Handwriting Reading And Spelling Skills) resources explore the 44 phonemes of the English language and the 26 letter names of the English alphabet following the Letters & Sounds phonics program, including:

PHASE 3

- Reading captions using key words and learned phonemes
- Letter progression:
- **Set 6:** j (as in jam), v (as in voice), w (as in water), x (*fox*)
- **Set 7:** y (as in yawn), z (as in zip), zz (as in fizz), q (as in quilt), u (as in quilt)
- Reading and spelling CVC words using letters and short vowels.
- Consonant digraphs
- **ch** (as in chair), **sh** (as in shark), **th** (as in thumb), **ng** (as in king)
- Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.
- Graphemes:
- **ear** (as in ear), **air** (as in hair), **ure** (as in *sure*), **er** (as in teacher), **ar** (as in car), **or** (as in fork), **ur** (as in fur), **ow** (as in cow), **oi** (as in coin), **ai** (as in snail), **ee** (as in tree), **igh** (as in light), **oa** (as in boat), **oo** (as in moon), **oo** (as in book)
- Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.

Mathematics

Through a range of whole class, group and individual activities using games, maths equipment and ICT resources:

- Recite numbers to 20, then to 100
- Count back from at least 15 to zero
- Order numerals to at least 20
- Count up to 20 objects, and then beyond
- Begin to use ordinal numbers
- Begin to estimate quantities such as
- Count actions and sounds, rather than objects
- Name 2D shapes and sort according to simple properties
- Begin to recognise 3D shapes such as a cube, cuboid and sphere
- Sort 3D shapes according to the whether they roll / stack or not
- Sort other objects according to a set criteria
- Calculate 1 more or 2 more than any number to 15 using addition
- Say the next number without counting from 1
- Begin to record the number in a set
- Begin to subtract, such as guessing how many are hiding from a set
- Use language of heavier and lighter and compare two weights
- Recognise 1p, 2p 5p and 10p coins and begin to understand their value
- Begin to recognise key times on a clock and months of the year

Physical Development

- Gymnastic based activities
- Basic Moves such as balancing, running, jumping, starting and stopping and directions
- Spatial Awareness activities
- Dances related to a variety of music and cultures
- Fine motor skills development such as:
 - o Pencil control activities
 - o Threading
 - o Drawing using a range of media
 - o Construction kits
 - o Peg boards
 - o Scissor skills such as cutting straight and curved lines
 - o Strength development through malleable play

Foundation Stage Spring Term Winter Wonderland

Personal, Social and Emotional Development

- Try new activities and say why they like them
- Working as a team and with a talk partner
- Belonging to a group
- Identifying feelings
- Developing self awareness
- Focussing on our school monthly values
- Keeping safe
- Adapting behaviour to different events, social situations and changes in routine

Understanding the World

- Which countries do polar bears and penguins live in?
- What do polar bears and penguins need to survive?
- How the world changes from winter to spring?
- Where can we see the Northern Lights?
- Why do the Northern Light occur?
- Using technology to support learning such as:
 - o Maths games
 - o Drawing packages
 - o Phonics games

Religious Education

Why is the Word God Special to Christians?

- What is amazing about the world?
 - o Nature, animals, places, sun, moon
- What does the word God mean? Which people believe in God? Which people believe God is the creator of everything?
 - o Creation Stories
- What do Christians and other people think about the world and how should we treat it?
 - o Giving thanks, prayers, looking after our world, Global Warming

Expressive Arts and Design

- Use collage techniques to experiment with texture and design
- Use a selection of tool to make cards
- Listen and respond to Spring-time poems
- Using puppets or small world toys to retell stories such as Polar Bear, Polar Bear
- Role play areas such as:
 - o Winter woodland
 - o Frosty gardens
 - o Igloos