







Lacewood Primary School Foundation Stage Curriculum Overview- Cherry Class (FS1)

Area/Key Skills	First Term	Mid Term	End of Term
<p>Personal, social and emotional development</p> <p>BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>BR - How to build relationships with adults and other children - sharing experiences and play ideas. MS - To understand why rules are important. (RE) MS - To learn about the ways in which we take care of ourselves e.g. hand washing, toileting, dressing ourselves, diet, etc. (SCIENCE) SR - To begin to talk about and understand the impact of certain behaviours/actions/words on others</p>	<p>BR - To learn about strategies of co-operation, fairness, negotiation and compromise e.g. through the use of social stories, drama and role play. (RE) MS - To become more aware of the similarities and differences between themselves and others. (physical, social and emotional similarities and differences) (RE) SR - To name and identify basic feelings e.g. happy, sad, angry. SR - To understand basic feelings in themselves and others and what action, words, event might have led to that feeling (Thrive Thinking)</p>	<p>BR - To understand, through role modelling and guidance, how adults use their experiences to guide social interactions and relationships. (the adult as a co-constructor of meaning, Thrive, Thinking) MS - To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) (RE) SR - To learn that expectations of actions and behaviours differ in different events and social situations. (RE)</p>
<p>Popular Themes/Topics</p>	<p>My World (RE) Forming relationships Exploring boundaries/ learning the rules/expectations Bucket Filling/kindness</p>	<p>Special Times (RE) What makes me special? All about me - goals and aspirations Teamwork and co-operation</p>	<p>Special Places (RE) Feelings</p>
<p>Core Books</p>			
<p>Key Experiences</p>	<p>Adults playing alongside groups of children to support and model strategies and facilitate problem solving. Managing basic self-care needs e.g. hand washing, teeth cleaning, healthy snacks etc. Ensure children have the opportunity to explore and consider making healthy choices - ensure this choice isn't pre-made for them. (e.g. parents make their packed lunch, teachers only provide healthy snacks etc. Provide a range of other experiences) VRFs consistently employed by adults to help children calm, regulate and recognise the physical sensations attached to many emotions. Expressing and exploring different feelings in a safe environment.</p>	<p>Visits and visitors from and around the local community. Opportunities to share talents and skills and celebrate achievements. Celebrating important milestones/achievements e.g. toileting independently dressing after PE independently etc. Chances for children to share and celebrate the things that make them special/unique. Theme days, show and tell, sharing table etc.</p>	<p>Social stories - drama and role play to enact and re-enact different scenarios. Puppets etc. Lots of opportunity to solve problems and meet challenges added into provision.</p>
<p>Communication and Language (Elklan)</p> <p>LA - Listening, Attention and Understanding S - Speaking</p> 	<p>LA - To listen to and talk about stories building up familiarity and understanding. S - To use language to re-tell a simple past event in the correct order. S - To use language to share feelings, ideas, experiences and thoughts. (RE)</p>	<p>LA - To learn new vocabulary - including tier 2 vocabulary from stories, books, poems and through topics and themes. LA - To learn and understand vocabulary linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. LA - To learn the Makaton signs linked to key vocabulary. S - To use more complex sentences (4 to 6 words) with simple conjunctions (because, and etc.) S - To use new vocabulary in context</p>	<p>LA - To listen to others in small and large groups, learning how to take turns and respond with comments and/or questions. LA - To learn and understand vocabulary linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. S - To use the language of story-telling to create or re-tell new and/or familiar stories. S - To use more complex sentences (4 to 6 words) with simple conjunctions (because, and etc.)</p>
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school.</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school.</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school.</p>


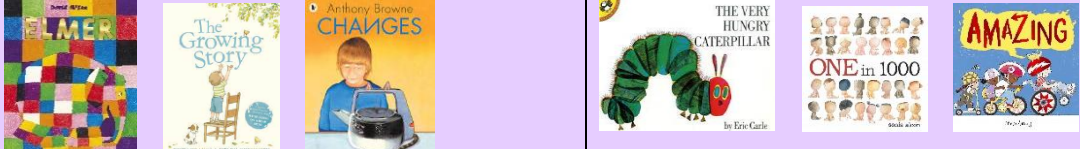
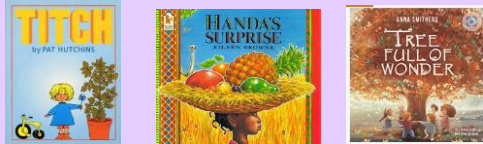

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	Core stories Traditional Tales	T4W - using storymaps to re-tell familiar stories. Same and different New experiences e.g. hatching chicks, growing butterflies, Visits out and visitors in etc.	Stories - creating narratives (character, setting plot etc. Tales Toolkit)
Core Books	  	  	  
Key Experiences	Concept Cat (Fs1) activities. See manual Rhymetime (Fs1) 10 core stories - read regularly to all the children and linked small world and drama props. Elklan assessment used throughout FSI to assess and target children falling behind as soon as possible. Blanks level questions - used in line with Elklan assessments in FSI, used as reading journals for FS2 library books.	Songs and rhymes linked to topics and themes. Makaton signs used to support children with Speech and Communication issues as needed Circle times and other listening games to model and practise listening and responding courtesies (e.g. Ros Bayley Beat Babies etc. Storymaps modelled to children using familiar stories.	Introduce the children to the basic concept of helicopter stories. Storymaps modelled to children and created alongside them using familiar stories.
Physical Development GM - Gross Motor Skills FM - Fine Motor Skills 	GM - To use and develop large-muscle movements e.g. to wave flags, streamers and scarves and to paint and mark make. GM - To learn sequences and patterns of movement in response to sounds, rhythms and music. FM - To improve finger/hand dexterity and agility. FM - To develop independence in dressing and undressing and managing their own basic self-care.	GM - To understand how to carry large items safely. GM - To be aware of dangers and hazards when moving around people, objects and obstacles. FM - To develop control and manipulation of using a range of hand-held tools and equipment e.g. musical instruments, scarves, paintbrushes etc.	GM - To learn basic ball skills - kicking, catching, throwing etc. GM - To name and identify different parts of the body. GM - To learn how to move in different ways, balancing, making body shapes, slithering, crawling, walking, jumping, hopping, sliding etc. FM - To develop an increasing range of shapes and patterns (circles, lines, zig-zags, waves etc.) progressing from shoulder to elbow, elbow to wrist pivot.
Popular themes/topics	Concept vocabulary - positional language Sporting events such as The Olympics, World Cup etc. Transient art/Loose parts play Learning about the uses and purposes of materials and tools.	Healthy eating - The Hungry Caterpillar story. Sporting events such as The Olympics, World Cup etc. Design and create activities.	Summer - sports day, more outdoors time - appropriate weather for games. Sporting events such as The Olympics, World Cup etc. Collage and sculpture activities.
Core Books	  	 	 
Useful Experiences	Write Dance, Squiggle while you wiggle activities in FSI. Opportunities to explore music, rhythm and dance. A range of tools and equipment made available that they may or may not have at home e.g. thick/thin pens, short handled, long handled brushes etc.	Large vertical spaces for children to practise large arm actions, also floor spaces for activities such s sweeping etc. Opportunities to discuss and make healthy choices. Finger gym and dough disco activities. Toys and materials that require hand/finger dexterity to manipulate e.g. tweezers etc. Digging and mark making outdoors.	Open ended Materials for children to create their own balancing beams and obstacle courses to climb over, on, through etc. Finger gym and dough disco activities. Digging and mark making outdoors.
Literacy (L&S driver Autumn Term, RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing 	WR - To know that print can be conveyed in different forms (signs, symbols, environmental print, digital screens, posters, books etc.) WR - To understand and recognise rhyme and/or alliteration. C - To listen to stories and poems. C - To learn and join in with repeated actions, words and phrases from stories, songs and poems.	WR - To know the key features of print and texts - left to right, top to bottom, parts of a book, page sequencing etc. WR - To recognise rhythm in words, songs, poems, rhymes and stories. C - To engage in discussion about stories that have been read to them by discussing characters and by recalling and predicting events. C - To learn the meaning and context of new vocabulary from stories and poems. C - To engage in rhythmic and musical activities including action songs/rhymes, percussion instruments, beat and clapping.	WR - To hear and say the initial sounds in words. WR - To hear and say the sounds in words in the order they occur. (cvc, fred talk) WR - To begin to link some sounds to letter shapes. C - To engage in rhythmic and musical activities including action songs/rhymes, percussion instruments, beat and clapping. C - To begin to be aware how stories are structured and start to tell their own stories.

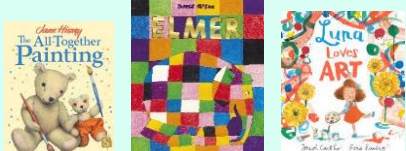
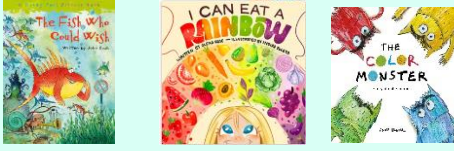

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<p>Popular themes/topics</p>	<p>Rhymetime and Squiggle whilst you wiggle Beat Babies and other rhythm activities e.g. Kodaly Traditional Tales Story boxes – display the book and related small world and other materials to help children play with stories. Phase I Phonics games and activities</p>	<p>Big books linked into a relevant theme/topic/season Rhymetime and Squiggle whilst you wiggle Beat Babies and other rhythm activities e.g. Kodaly Traditional Tales Story boxes – display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors – opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc. Phase I Phonics games and activities</p>	<p>Big books linked into a relevant theme/topic/season Rhymetime and Squiggle whilst you wiggle Story boxes – display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors – opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc. Phase I Phonics games and activities</p>
<p>Core Books</p>			
<p>Useful Experiences</p>	<p>FS1 build knowledge of oral discrimination of sounds, rhyme, rhythm and alliteration – progressing to introducing the RWI program in the summer term for children exiting in July. Opportunities to hear, identify and discriminate initial sounds – sound lottos sorting and hunting games etc. Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment. labels, notices, messages. Seeing adults as readers – thinking out loud to model reading processes. Role play and small world materials for children to re-tell, re-invent and re-enact stories. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Adults scribing for the children – tell me about your picture? Can I add a label here? Etc. Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models – using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.</p>		
<p>Mathematics N – Number P – Pattern</p> 	<p>N – To recite number names in sequence to 10 and beyond. N – To develop stable order counting – 1 number for 1 object in order. N – To know that the last number reached when counting objects states how many there are in total. P – To notice and describe the differences and similarities between shapes using everyday language and common shape names. P – To understand the language of position. (e.g. on, under, behind, in front of etc.)</p>	<p>N – To learn number recognition from 1 to 10. N – To identify which has most/least, more/less from a selection of 2 amounts. (up to 5) N – To match numerals to amounts up to 5. P – To learn how to partition and combine shapes to make new shapes. (2d and 3d) P – To make comparisons between objects linked to number, size, length, weight and capacity. P – To identify, from a set of 2 objects, which is longest/shortest, heavier/lighter etc.</p>	<p>N – To know that each counting number is one more than the one before. N – To separate a group of 3 or 4 objects, recognising that the total remains the same. P – To continue or copy a pattern and then spot an error (AB 2 step) (numbers, letters, sounds, objects, dance and movements) P – To begin to describe a sequence of events using words such as first, next, then</p>
<p>Popular themes/topics</p>	<p>Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time – sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>		
<p>Core Books</p>			
<p>Useful Experiences</p>	<p>Number and counting rhymes and songs. Counting objects, actions and sounds Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections.</p>		

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	<p>Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Concept Cat - used in FSI to teach the similarities and differences between key concepts e.g. long/not long, heavy/not heavy etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>		
<p>Understanding the world PCC - People, Culture and Community PP - Past and Present NW - The Natural World</p> 	<p>PCC - To find out about the special times and events for different people who are familiar to them. (RE) PCC - To talk about and compare the similarities and differences between special times for family and friends. (RE) PP - To understand and make sense of their own life-story and family history. (HISTORY) NW - To sort materials (natural and man-made) and talk about how they are similar and how they are different, using an increasingly wide range of vocabulary. (SCIENCE) NW - To find out how some materials can be change and develop vocabulary to describe the changes. (SCIENCE) RE - My World</p>	<p>PCC - To begin to understand some of the basic differences between themselves and others. (RE) PP - To understand how a human grows and changes over time. (SCIENCE) PP - To find out about different occupations and ways of life in the local community and beyond. (HISTORY) NW - To talk about, ask questions and comment about the features of the plants, animals and natural materials they observe using an increasingly wide range of vocabulary. (SCIENCE) NW - To understand the key features of the life cycle of plants and some animals. (SCIENCE) RE - Special Times</p>	<p>PCC - To know that there are different places in the local area, the United Kingdom and across the World using stories, non-fiction books, photographs, technology, maps, globes and atlases. (GEOGRAPHY) PP - To find out about the things that make them unique and compare similarities and differences between themselves and others in relation to family and friends, interests and lifestyles. NW - To understand the need to respect and care for the natural environment and all living things. (SCIENCE) NW - To begin to understand the effect their behaviour can have on the environment. (SCIENCE) RE - Special Places</p>
<p>Popular themes/topics</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Special people/ Special times/Festivals Ourselves/All about me The seasons</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. People Who Help Us Special people/ Special times/Festivals Growing and Changing The seasons Changes Animals, plants and life cycles.</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Special people/ Special times/Festivals The seasons Changes The environment</p>
<p>Core Books</p>			
<p>Useful Experiences</p>	<p>Visits and visitors that represent different cultures, communities or religions. Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc. Particularly of cultures that they may not experience within their locality. Helping children to be aware of global/worldwide events e.g. The Olympics. Visits to places of interest around the community e.g. local church, care home, supermarket etc. Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc. Outdoor classroom - experiences to observe and explore the natural environment. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc. Recycling measures, and information about recycling. Opportunities to experience life cycles in action - chick hatching, butterflies, frogs etc. Opportunities to observe real animals - meet a creature, pet visits, farm animal visits, minibeast hotels etc. Planting and growing opportunities. Changing materials tasks such as baking, clay, gloop etc.</p>		
<p>Expressive arts and design CM - Creating with Materials BIE - Being Imaginative and Expressive</p> 	<p>CM - To understand the use of basic creative tools - pencil, pen, scissors, glue sticks, paint brush, spatula etc. (DT/ART) CM - To explore colour and colour mixing. (ART) BIE - To enjoy movement and performance, joining in with moving, dancing and ring games. BIE - To explore and learn how sounds can be made and changed. (MUSIC)</p>	<p>CM - To find out about the uses of and basic techniques for different art materials - e.g. paint collage materials, mark making equipment etc. (ART) BIE - To sing, remember and understand the melodic shape of songs. (MUSIC) BIE - To create songs or improvise with a song they know. (MUSIC)</p>	<p>CM - To draw with increasing attention to detail and complexities e.g. a circle face with facial features etc. (ART) CM - To create imaginative and complex "small worlds" selecting and placing objects to represent different features. (DT) BIE - To create sounds, movement and drawings in response to music and stories. (MUSIC) BIE - To play instruments with increasing control and to express feelings and ideas. (MUSIC)</p>
<p>Popular themes/topics</p>	<p>Colour and colour mixing Paint The Seasons Feelings</p>	<p>Rhythm and rhyme Seasonal/Thematic songs and poems Collage-scissor and sticking skills</p>	<p>Drawing skills Imaginative play/small worlds Soundscapes - responding to music. Squiggle whilst you wiggle/writedance.</p>

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	Rhymetime Nursery Rhymes/Counting songs/Seasonal songs. Exploring Beat		Instruments
Core Books			
Useful Experiences	Adults modelling different techniques and making children aware of the various possibilities of different media Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities. Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed. Experience of theatres, concerts/performances and galleries. Access to and experience of musical instruments and sound makers. Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc Experience of dance and music - videos, visits, visitors etc. Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc. A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage. Opportunities to perform for others e.g. assemblies, concerts, online videos etc. Learn at least 10 traditional nursery rhyme by heart.		
Popular Fascinations and Interests	Fairies, Transport (trains, diggers, fire engines etc), Dinosaurs, Sea Creatures, Disney, Construction (Duplo, K-Nex, Lego), Superheroes, People Who Help us, Hairdressers, Babies/dolls, Nature, Pirates.		