

# Foundation Stage Curriculum 2019/2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>PSED: Confidence building:</b> Classroom routines and rules. Support chn in making friends. <b>CL: Instructions</b> To follow simple instructions, share simple instructions <b>PD:</b> Developing fine motor skills: Independence, awareness of safety in different places, managing self-care. <b>MD:</b> Recognising numbers, Counting – checking totals. Counting rhymes 2D shapes, 3D shapes Length, height, weight. <b>UW:</b> All about me Myself <b>EAD:</b> Self –portraits Mixing colours- learning lots of new songs/ singing with confidence</p>	<p><b>PSED: Self-Awareness:</b> Awareness of the consequences of actions/ following rules. Trusting others <b>CL: Discussion skills</b> To share opinions on familiar stories. To listen and respond to the opinion of others <b>PD:</b> Dance- moving to different types of music <b>MD:</b> Positional vocabulary, comparing and ordering numbers. Patterns and symmetry Counting conservation of numbers more/ less. Time – sequencing the day/ days of the week. Recognising coins <b>UW:</b> Celebrations around the world Christmas Judaism Diwali <b>EAD:</b> Art colour mixing. Learn fireworks song. Christmas production- Learning Christmas play songs.</p>	<p><b>PSED: Confidence:</b> Self confidence in groups/ whole class. <b>CL: Collaborative communication:</b> Talk partners – How why? questions, sharing opinions <b>PD:</b> Different ways to travel <b>MD:</b> Recognising/comparing/ ordering nos to 20. Adding- combining, 2D shape properties. Directional vocabulary Counting checking totals. More/less. Subtracting-take away-partitioning. 3D shapes- describing <b>UW: People who help us/Our local area and community.</b> <b>EAD:</b> Representational drawing- responding to music through dance- learning about pulse and rhythm.</p>	<p><b>PSED: Co-operation:</b> Turn taking Playing co-operatively/ sharing. <b>CL: Tense:</b> To use correct tense when speaking. <b>PD:</b> Using Climbing frame/horse etc <b>MD:</b> Counting More/less Subtracting-take away Measures- estimating and measuring height Language of size. Comparing and ordering numbers Sequencing events and time vocab. <b>UW:</b> Living things- Life cycles- <b>Healthy eating.</b> <b>EAD:</b> Observational drawings/ model making.</p>	<p><b>PSED: Problem Solving:</b> Solving conflict Honesty – awareness of self Responsibility. <b>CL: Narratives</b> To sequence and connect ideas to tell simple stories. <b>PD:</b> Ball skills and games <b>MD:</b> Counting on from a given number. Addition, subtraction repeating patterns and tessellation. Making totals with money. Capacity. Counting in 5's and 10's <b>UW:</b> Looking at Sea Creatures/ different types of transport /transport through the ages. <b>EAD:</b> Tools and techniques. Learning how to play different musical instruments</p>	<p><b>PSED: Change:</b> Preparing for transition to Year 1  <b>CL: Listening and responding</b> Listening to and responding to conversations appropriately.  <b>PD:</b> Athletics (Sports day) . <b>MD:</b> Doubling and halving – adding by counting on, subtraction. Counting in 2's  <b>UW:</b> Transport through the ages and around the world.  <b>EAD:</b> Designing and constructing with purpose. Making up music compositions.</p>
RE/ Other Faiths	Myself Judaism	Welcome Birthday/Christmas	Celebrating Gathering	Good News	Friends	Our world Hinduism
Suggested texts	Owl Babies Bog Baby Funny Bones Peepo The Gruffalo Cave Baby	Pumpkin soup One Snowy Night The Christmas Story Chinese New Year	Fire Fighters- Charlie the Firefighter The Dentist Doctors/Nurses/ Paramedics	Jack and the Beanstalk The Enormous Turnip Life Cycle of a Chick/Butterfly Handa's Surprise The Little Red Hen.	Billy's Bucket Seaside Poems Commotion in the Ocean The Snail and the Whale.	The Naughty Bus Mr Gumpy's Outing O! Get Off Our Train The Train Ride. A Balloon for Grandad
Yearly Events	Harvest Grandparent's Collective Worship	Health & Safety Christmas Diwali	Maths challenge Chinese New Year Spring (New Life)	Science Week Mother's Day	St. George's Day	Sport's week

		Bonfire night				
School trips / Visitors	Invite Family Members in.	Tesco/Greengrocers	The Dentist Plumstead Fire station	Woodlands Farm Bug Person	Visit the Aquarium Visit the Beach	Sport's Day.
Characteristics of learning	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Pretending objects are things from their experience</li> <li>•Initiating activities</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Persisting with activity when challenges occur</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Making links and noticing patterns in their experience</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Representing their experiences in play</li> <li>•Seeking challenge</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Showing a belief that more effort or a different approach will pay off</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Making predictions</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Taking on a role in their play</li> <li>•Showing a 'can do' attitude</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Bouncing back after difficulties</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Testing their ideas</li> <li>•Developing ideas of grouping, sequences, cause and effect</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Acting out experiences with other people</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Showing satisfaction in meeting their own goals</li> <li>•Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Acting out experiences with other people</li> <li>•Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Being proud of how they accomplished something – not just the end result</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Checking how well their activities are going</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>•Acting out experiences with other people</li> <li>•Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>•Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>•Changing strategy as needed</li> <li>•Reviewing how well the approach worked</li> </ul>