

Lawford Mead Primary School Foundation Stage Curriculum

Spring 1


Initial Topic Plan 2015-16

Autumn Term 1	Amazing me!	Spring Term 1	Our favourite stories	Summer Term 1	Water
Autumn Term 2	Light up your life/ Christmas	Spring Term 2	Count me in/ Spring	Summer Term 2	Animaltastic

These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.

Autumn 2

Personal, Social and Emotional development <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(inc. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. Becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to talk about their Christmas holiday/ presents</p> <p>Special events – special personal events, birthdays, Christmas</p> <p>Home corner – Re-enacting stories (Goldilocks, Tiger who came to tea)</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Showing children their Tapestry pages, encouraging Home/school links</p> <p>Introduction of DOJO points</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30- 50 Months Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Months Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Experiences/Provision:</p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&2</p> <p>Discussing change including seasonal</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Daily funky finger time for fine motor-including fastenings.</p> <p>Funky Fingers</p> <p>Disco Dough</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on & doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Cooking- Chinese stir fry</p> <p>Looking at festival foods – are they healthy?</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>(People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>			
<p>Learning Objectives:</p> <p>Reading 30-50 months</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Suggests how stories might end. Describes main story settings, characters and events. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses vocabulary & forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. 40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions.</p>	<p>Experiences/Provision:</p> <p>Provisions based around stories</p> <p>Bringing favourite book from home.</p> <p>Letters and sounds phase 1 (N) Phase 2/3 (R)</p> <p>Using props from story sacks.</p>	<p>Learning Objectives:</p> <p>Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>Shape space and measure 30-50 months Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. 40-60 months Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Numbers and mathematical language related to each story.</p> <p>Prepositional language.</p> <p>2d and 3d shapes throughout a range of provision.</p>	<p>Learning Objectives:</p> <p>People and communities 30-50 Months</p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work Show care and concern for living things 40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Experiences/Provision:</p> <p>Watching Chinese New Year DVD</p> <p>Chinese food role play</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Understanding some people work during the night time</p> <p>Use of computers & I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Winter– leaves,, dark, Evergreen plants/ trees, berries,</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about Chinese New Year</p>	<p>Learning Objectives:</p> <p>Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed 40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose. Introduces a narrative or storyline in their play. Plays co-operatively as part of a group to act out a narrative</p>	<p>Experiences/Provision:</p> <p>Using different art techniques on black paper.</p> <p>Singing/Nursery rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Using Red//black and gold paper and colours for CNY</p> <p>Participating in end of term party.</p> <p>Retelling story in song form to familiar tunes</p> <p>3 bears, Gingerbread man kitchen, Sophie's kitchen .. role play</p>		
Additional resources		Vocabulary		Displays/ areas of interest		Outings/ visitors		Special events	
 <p>and children's suggestions</p>		<ul style="list-style-type: none"> • Size vocabulary • Celebration words • Areas of setting • Positional language • Winter language • School, playground, field • Environment 		<ul style="list-style-type: none"> • Letters and sounds Robots • Wow wall • Literacy display name writing • Topic – story characters • Maths – shapes and halving • Staging or puppet theatre 		<ul style="list-style-type: none"> • Local Library • Local librarian • Paired reading with KS2 children 		<ul style="list-style-type: none"> • SID • Moving up party • Chinese New Year 	