

Lawford Mead Primary School Foundation Stage Curriculum

Summer Term

Topic Plan 2016-17

Autumn Term	What is a Work of art ?	Spring Term	What's in a book?	Summer Term	What's happening in the garden?
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These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.

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 Can play in a group, extending and elaborating on ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. 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. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks. 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>Children being confident to say something they are good at.</p> <p>Special events – special personal events, birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Having a turn at being the Special Helper.</p> <p>Being proud of their achievements and sharing their work with family at exhibition evening.</p> <p>Preparing children for their transition into the next year group</p> <p>Understanding 'Taste the Rainbow' behaviour management system in Nursery</p> <p>Earning Dojo points for showing care and compassion for friends and peers.</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall Focusing attention – can sit still or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 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?") Shows an understanding of prepositional language. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions. 40-60 Months Responds to instructions involving a 2 part sequence. Understands humour. Able to follow a story without pictures or props. 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>). Can retell a simple past event in order. Uses intonation, rhythm and phrasing to make their meaning clear to others. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses talk in pretending what their toys represent 40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to recreate role play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</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>Learning Objectives: Movement and handling 30-50 Months Moves freely in a range of ways Mounts stairs, using alternate feet Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one handed tools and equipment. Holds pencil between thumb and two fingers, no longer using whole-hand grasp Can copy some letters e.g, of name 40-60 Months Experiment s with different ways of moving. Jumps off objects and lands appropriately. 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. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Observes the effect of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help 40-60 Months Eats a range of foodstuffs and understands need for variety in food. 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. Practices some appropriate safety measures without direct supervision.</p>	<p>Experiences/Provision:</p> <p>Exploring the outdoor play equipment and adventure playground.</p> <p>Cutting and sticking-independent and guided.</p> <p>Practising to write name in readiness for school.</p> <p>Daily funky finger time for fine motor- including fastenings.</p> <p>'Big' movements on field – football, bubble chasing, bats and balls</p> <p>Hygiene (washing hands etc.)</p> <p>Changes to body when exercising.</p> <p>Playdough provisions – rolling worms</p> <p>Continue to practise personal hygiene Looking at appropriate/ protective clothing for gardening/ farming– why worn?</p> <p>Understanding the need to drink water, wear sun cream and protective clothing in the sun.</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 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. 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. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows information can be retrieved from computers</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks they see in different places. 40-60 months Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Experiences/Provision:</p> <p>Acting out/ joining in outdoor stories e.g. Going on a Bear Hunt. Garden/ outdoor Nursery rhymes e.g. Mary Mary</p> <p>Using outdoor reading den and also books about the outdoors</p> <p>Letters and sounds phase 1 (N) Phase 2&3 (R)</p> <p>Jolly Phonics songs and actions</p> <p>Investigating tools in indoor and outdoor writing areas.</p> <p>Writing name in Father's Day card. Making own cards in writing areas.</p> <p>Formation of phase 2 &3 sounds.</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. Shows an interest in numbers in the environment. Shows an interest in representing number.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 10, then 1-20 and beyond Finds the total of 2 amounts by counting them. Uses the language more or fewer Can say 1 more than a given number Records, using marks they can interpret and explain.</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. Uses positional language. Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects 40-60 months Beginning to use mathematical names for solid3D and flat 2D shapes, & mathematical terms to describe shapes. Selects a particular named shape Orders two items by weight or capacity. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways</p>	<p>Experiences/Provision:</p> <p>Talking about how old they are and number of people in family-Birthday chart</p> <p>Going on a number hunt in and around the school. Looking for numbers on the class trip</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>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at life cycles – 1st, next ,last, repeat</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 Develop an understanding for growth, decay and changes over time Show care and concern for living things 40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Knows how to operate simple equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. 40-60 Months Completes simple programme on computer. Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ celebrations</p> <p>Seasonal change - leaves, colours, blossom, seeds,</p> <p>Planting seeds and nurturing them.</p> <p>Understanding the life cycle of butterflies and some plants.</p> <p>Early classification skills – being able to identify the features of an insect.</p> <p>Use of computers & I pads in the classroom. Using Google maps to find visit location and information about farm. Using remote control cars</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. Imitates movement in response to music Beginning to move rhythmically. Tap out simple repeated patterns. Explores and learns how sounds can be changed Explores how colour and colours can be changed. Uses various construction materials. Begin to construct. Stacking blocks and making enclosures. Joins construction pieces together to build and balance 40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Constructs with a purpose in mind. Understands that different media can be combined to create new effects. Selects tools and resources to assemble and join materials.</p> <p>Being Imaginative 30-50 Months Sings to self and makes up simple songs 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 Uses available resources to make own props for role play. 40-60 Months Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Experiences/Provision:</p> <p>Participating in music/ singing sessions Investigating the musical instruments, inside and outdoors. Dancing at end of term party.</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Exploring equipment and resources to use at the creative table.</p> <p>Recreating the farm – small world and animal enclosures.</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning& practising songs/ dance to perform for parents.</p> <p>Making Father's Day card</p> <p>Learning songs about the garden/ insects/ slants Participating in end of term party.</p> <p>Role play in Home corner</p> <p>Outdoor role play – fixing/ mending. Cooking at Mud kitchen</p> <p>Garden centre role play</p> <p>Camping/ den building/ bar-b-cue role play</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Camping role play Gardening equipment Bugs/ insects 	<ul style="list-style-type: none"> Size/ shape vocabulary Celebration words Areas of setting Summer language Environment – outdoor focus 	<ul style="list-style-type: none"> Letters and sounds Robots Wow stars Outdoor spaces –plant labels, mud kitchen words 	<ul style="list-style-type: none"> Class trips – Boydells farm and Barleylands farm outdoor places 	<ul style="list-style-type: none"> FUDG Day Nursery Muddy Adventures Sports Days Reception Class Assembly Exhibition Afternoon