

Lawford Mead Primary School Foundation Stage Curriculum

Summer 2

| | | | | | |
|---------------|-----------------------------------|---------------|---------------------------|---------------|---------------------|
| Autumn Term 1 | Why do squirrels hide their nuts? | Spring Term 1 | Will you read me a story? | Summer Term 1 | What's that sound? |
| Autumn Term 2 | What happens when I fall asleep? | Spring Term 2 | | Summer Term 2 | Do cows drink milk? |

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</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>ELG 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, e.g. finding a compromise.</p> <p>Self –confidence and self-awareness 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>ELG Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour 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>ELG Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> | <p>Experiences/Provision:</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children being the 'teacher' at end of day – choosing good sitters to get their things to go home.</p> <p>Special events – special personal events e.g. birthday</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Transition visits to year 1</p> | <p>Learning Objectives: Listening and attention 40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding 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>ELG Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Speaking 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>ELG Children express themselves effectively, showing awareness of the listeners needs. They used past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <p>Experiences/Provision:</p> <p>Recalling trip to Boydells farm – retelling facts and memories</p> <p>Guess who? game – describing an animal for others to guess</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/events and celebrations they have attended</p> <p>Discussing change including seasonal, moving from reception into year 1.</p> <p>Identifying and noticing farm artefacts from the past.</p> | <p>Learning Objectives:</p> <p>Movement and handling 40-60 Months Experiments with different ways of moving. Travels with confidence & skill around, over under & through balancing & climbing equipment. 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>ELG Children show good control and coordination in large and small movements. They move confidently in a range of way, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p> <p>Health and Self-care 40-60 Months Eats a healthy range of food stuffs and understands the need for a variety of 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.</p> <p>ELG Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>Experiences/Provision:</p> <p>Specific hand writing skills in Funky Fingers sessions.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Developing specific skills for Sports Day events.</p> <p>Completing PE activities with male adult – FUDG day.</p> <p>Looking at what food is grown/produced on a farm</p> <p>Looking at and finding out about fruit & veg from other countries – talking about what they may have tried before.</p> <p>Sun safety – hats, cream, shade Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>'Milking' latex gloves in water tray – white soap bar in water</p> <p>Looking at safety clothes on a farm – why worn?</p> <p>Making ice cream</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: Reading</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. Enjoys an increasing range of books</p> <p>ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common and irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing 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. Attempts to write short sentences in meaningful contexts</p> <p>ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some simple irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | <p>Experiences/Provision:</p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Following e-book text on SMART TV</p> <p>Listening to relevant stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 & 4</p> <p>Tricky Word song</p> <p>Push! (ORT)</p> <p>Book area inside and outside – self chosen</p> <p>Writing 'Thank you' letters to Boydells farm.</p> <p>Writing own version of farm based stories</p> <p>'Be the farmer' writing – clipboards & paper outside, ordering food for animals, what needs fixing/ doing?</p> | <p>Learning Objectives:</p> <p>Numbers</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10 Record, using marks they can interpret and explain</p> <p>ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</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 Beginning to use everyday language related to money</p> <p>ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> | <p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Buying on the internet – Credit card, account ...</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>Exploring properties of 2d and 3d shapes through a range of provision.</p> <p>Comparing different types of egg – chicken, duck, goose</p> <p>Comparing size of car/tractor tyre – why different?</p> <p>Farm shop role play – money, weighing produce</p> <p>Following Mathematics Mastery approach to ensure full curriculum coverage.</p> | <p>Learning Objectives:</p> <p>People and communities</p> <p>40-60 Months Enjoys joining in with family customs and routines.</p> <p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World 40-50 Looks closely at similarities, differences, patterns & change</p> <p>ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Technology 40-60 Months Uses ICT hardware to interact with age appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Experiences/Provision:</p> <p>Small world farm play</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Using internet to research which animals can give us milk – cows, goats, sheep, camels</p> <p>Times of the day – daily routines. Milking time, feeding time</p> <p>Comparison on 'now and then' in relation to farm machinery – particularly milking cows</p> <p>Seasonal change – spring into summer</p> <p>Looking at life cycle of farm animals – names of baby animals</p> <p>Creating own map designs for small world farms.</p> <p>Looking at milk based products - Making ice cream</p> <p>Look at food packaging & finding country of origin on Google earth</p> <p>Finding holiday destinations on Google maps</p> <p>Using Young MacDonald's farm (SHERSTON)</p> <p>Recording on Tapestry what technology they use in their home.</p> | <p>Learning Objectives: Exploring and using media and Materials</p> <p>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>ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.</p> <p>Being Imaginative 40-60 Months 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>ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role play and stories.</p> | <p>Experiences/Provision:</p> <p>Farm art – grain, straw, feathers, grass.</p> <p>Fruit and vegetable printing</p> <p>Using grain to make shakers.</p> <p>Making up version of Old Macdonald song.</p> <p>Farmer Duck role play Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Making animal masks – mixing colours e.g. red & white – pink pig</p> <p>Participating in End of Year party.</p> |

| Additional resources | Vocabulary | Displays/ areas of interest | Outings/ visitors | Special events |
|---|---|--|---|---|
| <ul style="list-style-type: none"> Farm animals from Oaklands Museum | <ul style="list-style-type: none"> Farm, farmer, sunrise, hygiene, manure, vet, routine, poultry, harvest, crops | <ul style="list-style-type: none"> Boydells farm trip Planting in outdoor area Farm art – feathers, grain, straw 'Half Term Homework' - Tapestry | <ul style="list-style-type: none"> Trip to Boydells farm FUDG – Dad's & Grandads Move Up morning | <ul style="list-style-type: none"> Sports Day FUDG Exhibition afternoon End of year family picnic |