

Lawford Mead Primary School Foundation Stage Curriculum



Autumn Term

Initial Topic Plan 2016-17

Autumn Term	Works of art	Spring Term	Who's the author?	Summer Term	Changes 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>	
Learning Objectives: Making Relationships 30-50 Months Can play in a group Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 40-60 Months Initiates conversations, attends to and takes account of what others say. 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. 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. 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. 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.	Experiences/Provision: Circle times, working on listening skills and sharing of news. Children to share something they are good at. Family / differences / who lives with the children etc. Special events – special personal events, birthdays Home corner – decorating for a party. Christmas. Outside area: opportunities for sharing, working together and team building Explore likes and dislikes – getting used to class and the school environment. Talking about how we feel when we receive a Birthday/ Christmas card. Showing the children Tapestry Learning Journals – seeking their opinions and preferences Reception Classes – Using the Learning Board to make decisions/ plan their time Reception classes – Learning how the Moving Up Boards works – there are consequences to behaviour Introducing children to House Teams and Dojo points – school behaviour and reward system	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). 40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity. Understanding 30- 50 Months Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) 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. Listens and responds to ideas expressed by others in conversation or discussion. 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>). 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.	Experiences/Provision: Establish Rules and Routines with new children Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions. Talking about themselves and their likes and dislikes Opportunities to talk about festivals and celebrations they have attended Practising alphabet (singing) Letters and Sounds Phase 1&2 Discussing change including seasonal, moving from nursery/ pre-school into reception. Understanding what the objects are used for in the classroom/introduction to different areas Looking at different works of art – offering opinions, talking about what the artist may have been thinking about	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 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. 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. 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.	Experiences/Provision: Hygiene (washing hands etc.) Cutting and sticking-independent and guided. Changes to body when exercising. Playdough/ malleable provision Funky finger time for fine motor skills-including fastenings, developing 'Bird Beak' pencil grip Folding paper to make cards Spatial awareness- ring games, small apparatus Practising independence skills, putting on & doing up fastenings on own coat. Why are we having to wear mittens, hats etc. Looking at fluorescent/ safety clothing – why worn? Cooking- making Christmas shape cookies Looking at festival foods – are they healthy? Firework, candle, torch/battery safety

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 sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint.</p> <p>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>Nursery rhymes</p> <p>Provisions based around stories – story sacks, puppets</p> <p>Looking at books from ELS – different art styles and artists groups.</p> <p>Recognising/reading signs in Logo book</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas stories</p> <p>Letters and sounds phase 1 (N) Phase 2 (R)</p> <p>Mark making opportunities, indoors and outside, with lots of different tools</p> <p>Role play mark making</p> <p>Writing name on all produced 'work'</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Reception - Formation of phase 2 sounds, cursive style</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 numerals in the environment</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.</p> <p>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>Introducing number rhymes and songs</p> <p>Numerals in the environment – remote controls, stop watches etc.</p> <p>Talking about how old they are and number of people in family-Birthday chart</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>Shape language – sides, curved, straight, points, corners</p> <p>Works or art – Kandinsky's circles, Mondrian, Andy Goldsworthy</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Looking at packaging/ presents- guessing shape inside the gift wrap.</p>	<p>Learning Objectives:</p> <p>People and communities 30-50 Months 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</p> <p>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. Shows an interest in real objects such as ...i pad</p> <p>40-60 Months 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>Talk about firework safety</p> <p>Jackson Pollock - Splatter paintings – Firework Night</p> <p>Van Gough </p> <p>Understanding some people work during the night time</p> <p>Use of computers & i pads in the classroom. Taking photos of 'outdoor art' – Andy Goldsworthy </p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries</p> <p>Using torches as a light source – change effect with colour filters, cut outs</p> <p>Using playdough-shapes</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about Diwali, Bonfire night, Christmas</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</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>Being Imaginative 30-50 Months Developing preferences for forms of expression 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</p> <p>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>Experiences/ Provision:</p> <p>Investigating the musical instruments, and the different ways to play them.</p> <p>Signing/Nursery rhymes</p> <p>Singing Christmas songs & number rhymes</p> <p>Reception - Dancing during Moving Up time</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns, and other art forms from different cultures</p> <p>Teaching art techniques for the children to then do independently – rubbing, chalk smudging, printing, collage, symmetrical printing, splatter ...</p> <p>Adult directed art techniques – marbling, mono-print, marble rolling ...</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>Learning& practising songs/ dance to perform for parents.</p> <p>Making a Christmas card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party.</p> <p>Looking at the natural colours of Christmas. (red/ green-why?)</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Night time story books- Peace at last, Owl babies, Whatever next, Resources for Role Play Firework music/ photo stimulus Diwali DVD Works of art posters. Internet pictures 	<ul style="list-style-type: none"> Size vocabulary Colours Celebration words Areas of setting Autumn language School, playground, field Environment Thinking vocabulary 	<ul style="list-style-type: none"> Letters and sounds Robots Wow wall Literacy - display name writing Self portraits Outdoor learning Nativity characters- small world 	<ul style="list-style-type: none"> Visiting the Hair dressing salon opposite the school 	<ul style="list-style-type: none"> Open Afternoon for prospective parents BBC Children in Need Firework Night Diwali Christmas Moving Up party End of term party