



# Lawford Mead Primary School Foundation Stage Curriculum

## Reception      Autumn 1

Autumn Term 1	Do you want to be friends?	Spring Term 1	Will you read me a story?	Summer Term 1	Are we there yet?
Autumn Term 2	What happens when I fall asleep?	Spring Term 2		Summer Term 2	Are carrots orange?

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><b>Learning Objectives:</b> <b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Chn to share something they are good at.</p> <div style="text-align: center;">  </div> <p>Earning Dojo points for showing kindness</p> <p>Family / differences / who lives with the children etc. Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party/ special event</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Learning how to tidy up.</p> <p>Explore likes and dislikes – getting used to class and the school environment.</p> <p>Talking about how we feel when we receive a Birthday/ Friendship card.</p> <p>Explaining <b>The Big Black Book</b> – child friendly reference book of the all the different things that we do during the school day.</p> <p>Cooking- making a bread roll to give to someone else</p> <p>Participating in <b>Target Sharing Day</b> with parents.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> 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><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children (Learning Board, Moving Up)</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&amp;2</p> <p>Discussing change including seasonal, moving from nursery to reception.</p> <p>Playing Simon says as a class, then talk partners.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Opportunities to talk 1:1, talk trios, small group and whole class</p> <p>Introducing 'Helicopter stories'</p> <p>Bringing in one special thing and telling class why it is important to them.</p> <p>Reception NFER baseline</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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. Begins to form recognisable letters</p> <p><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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>Folding paper to make 'friend' cards</p> <p>Developing team work with parachute play. Spatial awareness- ring games, small apparatus</p> <p>Playdough/malleable provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Personal hygiene - using unfamiliar toileting facilities</p> <p>Independently getting changed for P.E and Muddy Adventures</p> <p>Looking at work/ safety clothing – why worn?</p> <p>Dressing up clothes with different fastenings, in role play</p> <p>Cooking- making a bread roll- hygiene and process.</p> <p>Looking at and discussing the difference between a healthy and unhealthy packed lunch</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><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> 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><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories – story sacks and puppets</p> <p>Looking at books from Library</p> <p>Being introduced to Letters and Sounds Phase 2 and relevant vocabulary – phoneme, grapheme</p> <p>Gaining understanding of Reading scheme – choice of books to take home.</p> <p>Formation of phase 2 sounds. (grapheme)</p> <p>Investigating writing areas indoors &amp; outside.</p> <p>Writing notes/ cards to friends &amp; people who are important to them</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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><b>40-60 months</b> Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p><b>Experiences/Provision:</b></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>Number songs and rhymes</p> <p>Shape language – sides, curved, straight, points, corners</p> <p>Collaborative work – drawing round each other's' hands and feet – whose are longer?</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</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><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Signing/Nursery rhymes</p> <p>Singing Harvest songs &amp; number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, focus on jobs/work</p> <p>Creative table in the classroom</p> <p>Working with a friend to beat out rhythms to copy</p> <p>'Painty Hands' colour mixing in pairs</p> <p>Just Dance and music on for dancing during daily moving up time.</p> <p>Learning&amp; practising songs/ dance to perform for parents.</p> <p>Participating Moving Up party.</p> <p>Looking at the natural colours of autumn</p>
<b>Additional resources</b>	<b>Vocabulary</b>	<b>Displays/ areas of interest</b>	<b>Outings/ visitors</b>	<b>Special events</b>			
<ul style="list-style-type: none"> <li>Resources for home corner</li> <li>Story 'Lost and Found'</li> <li>Social stories</li> <li>Emotion Big Pictures and jig-saw puzzles</li> <li>DVD/ clips of jobs which care for people</li> </ul> 	<ul style="list-style-type: none"> <li>Celebration words</li> <li>Areas of setting</li> <li>Positional language</li> <li>Autumn language</li> <li>School, playground, field</li> <li>Environment</li> <li>Emotion vocabulary- gentle, kind, happy, caring, lonely, sad, unkind, mean, unhappy</li> </ul>	<ul style="list-style-type: none"> <li>Letters and sounds Robots</li> <li>Wow wall</li> <li>Literacy display name writing</li> <li>Individual boxes – 'My Space'</li> <li>Friendship stop</li> <li>Who's who in the school</li> <li>Whose eyes are these?</li> </ul>	<ul style="list-style-type: none"> <li>Inviting parents into class to talk about their job/ work</li> </ul>	<ul style="list-style-type: none"> <li>Open Afternoon for prospective parents</li> <li>Harvest Festival</li> <li>Moving Up Party</li> </ul>			

# Lawford Mead Primary School Foundation Stage Curriculum

## Reception Autumn 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 sleep at night?	Spring Term 2		Summer Term 2	Do cows drink milk?

<b>Personal, Social and Emotional development</b> <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>	<b>Communication and Language</b> <i>inc. Listening and Attention, understanding and speaking)</i>	<b>Physical Development</b> <i>(Moving and handling, Health and self-care)</i>			
<p><b>Learning Objectives:</b></p> <p><b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news. SMSC</p> <p>Chn to share something they are good at - Tapestry Talktime</p> <p>Family / differences / who lives with the children e.t.c Special events – special personal events, birthdays</p> <p>Home corner – decorating for a party. Christmas.</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Talking about how we feel when we receive a Birthday/ Christmas card.</p> <p>Adapting to changes of routine – Christmas jumper day, EY sing-a-long, Christmas dinner</p>	<p><b>Learning Objectives:</b></p> <p><b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> 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><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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>Talking about what dreams are – good dreams and bad dreams</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&amp;2</p> <p>Discussing change including seasonal, moving from nursery to reception.</p> <p>Helicopter stories – making and telling their own story for adult to scribe.</p>	<p><b>Learning Objectives:</b></p> <p><b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Cooking- making Christmas shape cookies</p> <p>Looking at festival foods – are they healthy?</p> <p>Firework, candle, torch/battery safety</p> <p>Whole class P.E lesson - dance</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><b>Learning Objectives:</b></p> <p><b>Reading</b>  <b>30-50 months</b>            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><b>40-60 months</b>            Hears and says the initial sound in words.            Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Writing</b>  <b>30-50 months</b>            Sometimes gives meaning to marks as they draw and paint.  <b>40-60 months</b>            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><b>Experiences/Provision:</b></p> <p>Nursery rhymes and rhyming words – odd one out</p> <p>Provisions based around stories</p> <p>Writing name in Christmas card.</p> <p>Writing letters to Father Christmas</p> <p>Letters and sounds Phase 2 and begin Tricky Words</p> <p>Formation of phase 2 sounds.</p> <p>Night time stories and poems.</p> <p>Different versions of the Nativity story</p> <p>Variety of Christmas stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b>  <b>30-50 months</b>            Uses some number names and number language spontaneously.            Uses some number names accurately in play.            Recites numbers in order to 10.</p> <p><b>40-60 months</b>            Recognise some numerals of personal significance.            Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b>  <b>30-50 months</b>            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.  <b>40-60 months</b>            Orders two or three items by length or height.            Orders two items by weight or capacity.</p>	<p><b>Experiences/Provision:</b></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 – Advent calendar</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, sphere, circle, crescent</p> <p>Positional language – hide the present.</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>Following Mathematics Mastery as framework</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b>  <b>30-50 Months</b>            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><b>40-60 Months</b>            Enjoys joining in with family customs and routines.</p> <p><b>The World</b>  <b>30-50</b>            Talk about why things happen and how things work            Show care and concern for living things  <b>40-50</b>            Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b>  <b>30-50 Months</b>            Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  <b>40-60 Months</b>            Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about firework safety</p> <p>Describing themselves, others and their favourite things including colours</p> <p>Understanding some people work during the night time</p> <p>Use of computers &amp; I pads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday/ Divali/ Christmas celebrations</p> <p>Learn about what Nocturnal animals are</p> <p>Autumn – leaves, colours, dark, seeds, Evergreen plants/ trees, berries. Shapes of Christmas trees</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><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b>  <b>30-50 Months</b>            Enjoys joining in with dancing and ring games.            Sing a few familiar songs.            Beginning to move rhythmically.            Explores and learns how sounds can be changed  <b>40-60 Months</b>            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><b>Being Imaginative</b>  <b>30-50 Months</b>            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  <b>40-60 Months</b>            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><b>Experiences/Provision:</b></p> <p>Using different art techniques on black paper.</p> <p>Looking at works of art representing night-time. E.g. Van Gogh</p> <p>Rangoli patterns.</p> <p>Singing/Nursery rhymes &amp; lullabies Offering opinions on what music makes the feel sleepy</p> <p>Singing and dancing to Christmas songs &amp; number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Making a 'Sleepy Thing' toy</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Learning&amp; 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"> <li>Night time Story books- Peace at last, Owl babies, Whatever next,</li> <li>Resources for home corner</li> <li>Firework music/ photo stimulus</li> <li>Diwali DVD</li> <li>Christmas DVD</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> <li>Celebration words</li> <li>Positional language</li> <li>Seasonal language</li> <li>School, playground, field</li> <li>Environment</li> <li>Thinking vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Maths display linked to shapes-stars, crescent moon</li> <li>Topic – Night time</li> <li>Nativity characters- small world</li> <li>Wow stars</li> <li>Lunar landscape small world</li> </ul>	<ul style="list-style-type: none"> <li>Paramedic who works night shifts.</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>BBC Children in Need</li> <li>Pyjama party</li> <li>EYFS Christmas performance</li> <li>Christmas Jumper Day</li> <li>End of term party</li> </ul>

# Lawford Mead Primary School Foundation Stage Curriculum

## Reception Spring 1 & 2

Autumn Term 1	Do you want to be friends?	Spring Term 1	Will you read me a story?	Summer Term 1	Are we there yet?
Autumn Term 2	What happens when I fall asleep?	Spring Term 2		Summer Term 2	Are carrots orange?

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><b>Learning Objectives:</b> <b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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. Begin to negotiate and solve problems</p>	<p><b>Experiences/Provision:</b></p> <p>Chn to talk about their Christmas holiday/ presents</p> <p>Special events – special personal events such as birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Each child having a turn of taking home The Naughty Bus</p> <p>Explaining to class what they were doing in any Tapestry uploads (from home)</p> <p>Learning about rehearsing what they want to say before recording it</p> <p>Expecting children to want to come into the classroom without parent/carer.</p> <p>Opportunities in play where children <u>have</u> to share and negotiate.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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. Introduces a storyline or narrative in their play</p>	<p><b>Experiences/Provision:</b></p> <p>Establish/remind children of new or familiar class routines – behavioural expectations.</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&amp;2</p> <p>Discussing change including seasonal,</p> <p>Sometimes making up stories at story time, taking suggestions from the children.</p> <p>Expecting children to respond using full sentences</p> <p>Developing technological vocab – e mail, messaging, texting, programming, electricity, batteries, charging</p> <p>Giving instructions in logical/ organised order</p> <p>Combining small world and technological toys in role play situations.</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Dance unit – using technology to play different styles of music</p> <p>Noticing changes to body when exercising. Begin to understand terms 'warm up' and 'cool down'.</p> <p>Daily funky finger time for fine motor- including fastenings.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Cooking- hygiene, process and range of skills</p> <p>Cooking Chinese vegetable stir fry – knowing the need to have different types of food</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><b>Learning Objectives:</b></p> <p><b>Reading</b>  <b>30-50 months</b>            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><b>40-60 months</b>            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><b>Writing</b>  <b>30-50 months</b>            Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b>            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><b>Experiences/Provision:</b></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 stories on Coomber CD player</p> <p>Letters and sounds Phase 2 &amp; 3</p> <p>Learning how to write e mails and then pretending in their play.</p> <p>Tummy Time Writing books</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of logos from Google Images</p> <p>Helicopter Stories</p> <p>Writing own version of stories</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b>  <b>30-50 months</b>            Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b>            Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b>  <b>30-50 months</b>            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><b>40-60 months</b>            Uses everyday language related to time Beginning to use everyday language related to money Begins to identify own mathematical problems based on own interests and fascinations</p>	<p><b>Experiences/Provision:</b></p> <p><b>FOLLOW MATHEMATICS MASTERY CPD</b></p> <p>Number rhymes and songs</p> <p>Recognising numbers in the Environment, particularly electronically – Digital clock, calculators, stopwatch ...</p> <p>Representing numbers in a variety of ways</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on new Year date and changing seasons</p> <p>Counting money in CNY envelope</p> <p>Opportunities in play to reflect newly understood concepts – ordering numbers to 20</p> <p>Easter maths – doubling and halving with eggs, counting &amp; matching using egg boxes</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b>  <b>30-50 Months</b></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.</p> <p>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><b>40-60 Months</b>            Enjoys joining in with family customs and routines.</p> <p><b>The World</b>  <b>30-50</b>            Talk about why things happen and how things work</p> <p><b>40-50</b>            Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b>  <b>30-50 Months</b>            Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b>            Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Fining China on Google Earth.</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>Investigating electrical circuits            Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Melting chocolate in a microwave for crispy cakes – party food.</p> <p>Introducing internet safety – Stories</p> <p>Winter– leaves, dark, Evergreen plants/ trees, berries,</p> <p>Consolidating cutting and sticking skills</p> <p>Easter stories and customs</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b>  <b>30-50 Months</b>            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><b>40-60 Months</b>            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><b>Being Imaginative</b>  <b>30-50 Months</b>            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences</p> <p><b>40-60 Months</b>            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><b>Experiences/Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads</p> <p>Making sounds/music on electric keyboard</p> <p>Recording themselves singing on easi-speak microphones</p> <p>Pretending to be other people in the home corner and the outdoor area,</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 Moving Up term party.</p> <p>Computer keyboards in role play to 'send' e mails</p> <p>Remote controls and mobile phones in role play</p>		
<b>Additional resources</b>		<b>Vocabulary</b>		<b>Displays/ areas of interest</b>		<b>Outings/ visitors</b>		<b>Special events</b>	
•		<ul style="list-style-type: none"> <li>Seasons. pattern of day</li> <li>Celebration words</li> <li>Positional language</li> <li>Winter/ Spring language</li> <li>Author, illustrator, book, cover, pages, spine, contents</li> <li>Narrative style – "Once upon a time"</li> </ul>		<ul style="list-style-type: none"> <li>Letters and sounds</li> <li>Wow wall</li> <li>Literacy display name writing</li> <li>Topic – Favourite stories</li> </ul>		<ul style="list-style-type: none"> <li>E mailing Head and Deputy Head teachers and other staff/ classes</li> </ul>		<ul style="list-style-type: none"> <li>Reading focus</li> <li>Moving up party</li> <li>Chinese New Year</li> <li>Sending e mails</li> <li>Target sharing day</li> <li>World Book Day</li> </ul>	

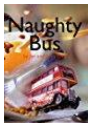
# Lawford Mead Primary School Foundation Stage Curriculum

## Reception Summer 1

Autumn Term 1	Do you want to be friends?	Spring Term 1	Will you read me a story?	Summer Term 1	Are we there yet?
Autumn Term 2	What happens when I fall asleep?	Spring Term 2		Summer Term 2	Are carrots orange?

<b>Personal, Social and Emotional development</b> <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		<b>Communication and Language</b> <i>(inc. Listening and Attention, understanding and speaking)</i>		<b>Physical Development</b> <i>(Moving and handling, Health and self-care)</i>	
<p><b>Learning Objectives:</b> <b>Making Relationships</b></p> <p><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>ELG</b> <b>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.</b></p> <p><b>Self –confidence and self-awareness</b> <b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>ELG</b> <b>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</b></p> <p><b>Managing feelings and behaviour</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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</b></p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to recall anything they may have done over the Easter holiday.</p> <p>Special events – special personal events e.g. birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Introducing 'Free Flow Friday' so that the children have access to both classrooms – opportunities to share and use unfamiliar resources. Opportunity for staff to observe and support other children. Opportunity for children to work as a team and negotiate.</p> <p>Link with 'Naughty Bus story'. Talk about how sometimes our bad behaviour/ choices spoil things for other people and that there may be a mess to clear up afterwards.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>ELG</b> 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><b>Understanding</b> <b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>ELG</b> <b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</b></p> <p><b>Speaking</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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.</b></p>	<p><b>Experiences/Provision:</b></p> <p>Expecting children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking.</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, particularly with different members of staff.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 2, 3 &amp; 4</p> <p>Discussing change including seasonal, visual timetable of day.</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>40-60 Months</b> 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><b>ELG</b> <b>Children show good control and co-ordination 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</b></p> <p><b>Health and Self-care</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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.</b></p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Regular funky finger/ handwriting time for fine motor.</p> <p>Folding paper to make cards</p> <p>Inspiration for children to choose to write – pictures of cars, logos, super bikes, Cars film ...</p> <p>Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant</p> <p>Playdough provisions</p> <p>Practising independence – talking about safety in the sun – hats &amp; sun cream, finding shade, drinking water.</p> <p>Looking at fluorescent/ safety clothing – why worn? Link to Wonderful Wheels day –why must we wear safety helmets? Look at knee and shoulder pads for skateboarders.</p> <p>Cooking- making car/vehicle shape cookies for class Assembly</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><b>Learning Objectives: Reading</b></p> <p><b>40-60 months</b> 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><b>ELG</b> 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><b>Writing</b> <b>40-60 months</b> 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><b>ELG</b> 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><b>Experiences/Provision:</b></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 stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 &amp; 4</p> <p>Setting in ability groups for phonic sessions</p> <p>Book area inside and outside – self chosen</p> <p>Making a class book of car logos from Google Images</p> <p>Mark making on tally charts – traffic count, car makes.</p> <p>Writing own version of stories</p> <p>Class book –'Naughty Bus'. Each child having a turn of taking the text and bus home, and writing a sentence about the bus's adventure with them.</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b></p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>ELG</b> 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><b>Shape space and measure</b> <b>30-50 months</b> Shows an interest in shape and space by playing with shapes or <b>making</b> arrangements with objects. Shows awareness of similarities of shapes in the environment. <b>40-60 months</b> Beginning to use everyday language related to money</p> <p><b>ELG</b> 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><b>Experiences/Provision:</b></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>Representing numbers in a variety of ways – tally chart, pictograph</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on 3D shapes – building models of cars, vans etc. Testing the suitability of cylinders as wheels.</p> <p>Looking at road signs – what does the 'm' mean?</p> <p>Looking at the numbers on registration plates</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b></p> <p><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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><b>The World</b></p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>ELG</b> 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><b>Technology</b> <b>40-60 Months</b> Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software.</p> <p><b>ELG</b> 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><b>Experiences/Provision:</b></p> <p>Talking about journeys they may have been on with their families.</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at different types of vehicles from around the world – why are they more appropriate to use?</p> <p>Looking at maps and begin to understand symbols used.</p> <p>Look at road signs and understand what they mean.</p> <p>Spring– leaves, blossom,</p> <p>Finding Boydells farm on Google maps and looking at route of journey.</p> <p>Looking at website of Boydells farm.</p> <p>Beginning to understand 'then &amp; now' in relation to technological advances.</p> <p>Knows what 'technology' means and how it has been used in the development of transport.</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and Materials</b></p> <p><b>40-60 Months</b> 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><b>ELG</b> 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><b>Being Imaginative</b></p> <p><b>40-60 Months</b> Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose. Introduces a story line or narrative into their play 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><b>ELG</b> 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><b>Experiences/Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads to draw vehicles</p> <p>Observational drawing of a bicycle wheel</p> <p>Using small cars' vehicles to create tyre track prints</p> <p>Using marbles and spheres to paint continuous lines.</p> <p>Painting a picture of their family car.</p> <p>Looking at works of art/ advertising photos of vehicles.</p> <p>Consolidating cutting and sticking skills</p> <p>Pretending to be other people/take on a role in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Performing in Class Assembly</p> <p>Participating in Moving Up party.</p> <p>Small world provision, based around vehicles, garage,</p> <p>Build and create own vehicles to 'drive' in outside area</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
 <ul style="list-style-type: none"> <li>The Naughty Bus story and die cast mini-bus</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle, transport, engine, power, inventions, wheels, axle, tyres, garage, mechanic, directions, map, registration plate, MOT, licence, test, sleigh, tread, canoe, rickshaw,</li> </ul>	<ul style="list-style-type: none"> <li>Old and new vehicles</li> <li>Wonderful Wheels Artwork</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Class Assembly</li> <li>'The Adventures of 'Naughty Bus'</li> <li>Wonderful Wheels day</li> </ul>



# Lawford Mead Primary School Foundation Stage Curriculum

## Reception Summer 2

Autumn Term 1	Do you want to be friends?	Spring Term 1	Will you read me a story?	Summer Term 1	Are we there yet?
Autumn Term 2	What happens when I fall asleep?	Spring Term 2		Summer Term 2	Are carrots orange?

<b>Personal, Social and Emotional development</b> <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>	<b>Communication and Language</b> <i>inc. Listening and Attention, understanding and speaking)</i>	<b>Physical Development</b> <i>(Moving and handling, Health and self-care)</i>			
<p><b>Learning Objectives:</b> <b>Making Relationships</b></p> <p><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>ELG</b> <b>Initiates conversations, attends to and takes account of what others say.</b> <b>Explains own knowledge and understanding, and asks appropriate questions of others.</b> <b>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</b></p> <p><b>Self –confidence and self-awareness</b> <b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>ELG</b> <b>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</b></p> <p><b>Managing feelings and behaviour</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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</b></p>	<p><b>Experiences/Provision:</b></p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to recall anything they may have done over the Half-term holiday.</p> <p>Special events – special personal events e.g. birthdays</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Introducing 'Free Flow Friday' so that the children have access to both classrooms – opportunities to share and use unfamiliar resources. Opportunity for staff to observe and support other children. Opportunity for children to work as a team and negotiate.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>ELG</b> 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><b>Understanding</b> <b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>ELG</b> <b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</b></p> <p><b>Speaking</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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.</b></p>	<p><b>Experiences/Provision:</b></p> <p>Expecting children to stay at a self-chosen task for longer, giving verbal challenges/ problems to solve to develop higher level thinking.</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, particularly with different members of staff.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 2, 3 &amp; 4</p> <p>Discussing change including seasonal, visual timetable of day.</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>40-60 Months</b> 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><b>ELG</b> <b>Children show good control and co-ordination 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</b></p> <p><b>Health and Self-care</b> <b>40-60 Months</b> 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><b>ELG</b> <b>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.</b></p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Regular funky finger/ handwriting time for fine motor.</p> <p>Folding paper to make cards</p> <p>Inspiration for children to choose to write – pictures of cars, logos, super bikes, Cars film ...</p> <p>Spatial awareness- ring games, small apparatus. Investigating new equipment from SP grant</p> <p>Playdough provisions</p> <p>Practising independence – talking about safety in the sun – hats &amp; sun cream, finding shade, drinking water.</p> <p>Cooking healthy food – fruit salad, pizza's etc. Talking about what healthy food is and how we need a variety of types of food.</p> <p>Planting and growing in the outdoor area.</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><b>Learning Objectives: Reading</b></p> <p><b>40-60 months</b> 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><b>ELG</b> 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><b>Writing</b> <b>40-60 months</b> 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><b>ELG</b> 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><b>Experiences/Provision:</b></p> <p>Rhyming and alliteration stories</p> <p>Provisions based around stories</p> <p>Listening to stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 &amp; 4</p> <p>Setting in ability groups for phonic sessions</p> <p>Book area inside and outside – self chosen</p> <p>Writing 'Thank You' letters to the farmer.</p> <p>Writing instructions for planting seeds.</p> <p>Writing own version of stories</p> <p>Class book –'Naughty Bus'. Each child having a turn of taking the text and bus home, and writing a sentence about the bus's adventure with them.</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b></p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>ELG</b> 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><b>Shape space and measure</b> <b>30-50 months</b> Shows an interest in shape and space by playing with shapes or <b>making</b> arrangements with objects. Shows awareness of similarities of shapes in the environment. <b>40-60 months</b> Beginning to use everyday language related to money</p> <p><b>ELG</b> 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><b>Experiences/Provision:</b></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>Representing numbers in a variety of ways – tally chart, pictograph</p> <p>Practical activities combining two groups problem solving based on mental counting</p> <p>2d and 3d shapes throughout a range of provision.</p> <p>Focus on 3D shapes – building models of cars, vans etc. Testing the suitability of cylinders as wheels.</p> <p>Looking at road signs – what does the 'm' mean?</p> <p>Looking at the numbers on registration plates</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b></p> <p><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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><b>The World</b></p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>ELG</b> 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><b>Technology</b> <b>40-60 Months</b> Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software.</p> <p><b>ELG</b> 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><b>Experiences/Provision:</b></p> <p>Talking about journeys they may have been on with their families.</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers &amp; iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at road signs and understand what they mean.</p> <p>Spring– leaves, blossom,</p> <p>Finding Boydells farm on Google maps and looking at route of journey.</p> <p>Looking at website of Boydells farm.</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and Materials</b></p> <p><b>40-60 Months</b> 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><b>ELG</b> 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><b>Being Imaginative</b></p> <p><b>40-60 Months</b> Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose. Introduces a story line or narrative into their play 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><b>ELG</b> 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><b>Experiences/Provision:</b></p> <p>Digital Art – Using Paint program on computer and iPads to draw vehicles</p> <p>Observational drawing of a bicycle wheel</p> <p>Using small cars' vehicles to create tyre track prints</p> <p>Using marbles and spheres to paint continuous lines.</p> <p>Painting a picture of their family car.</p> <p>Looking at works of art/ advertising photos of vehicles.</p> <p>Consolidating cutting and sticking skills</p> <p>Pretending to be other people/take on a role in the home corner and the outdoor area,</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Performing in Class Assembly</p> <p>Participating in Moving Up party.</p> <p>Small world provision, based around vehicles, garage,</p> <p>Build and create own vehicles to 'drive' in outside area</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
Planting & gardening tools and Resources. Magnifying glasses to look at fruit skin	Fruit, vegetable, skin, peel, vitamins, sugar, tropical, healthy, taste, supermarket, farm shop, berry, greengrocers,	<ul style="list-style-type: none"> <li>Boydells farm trip</li> <li>Planting in outdoor area</li> <li>'Half Term Homework' – Tapestry</li> <li>Observational drawings and close up photos of fruit/veg</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Boydells Farm</li> <li>FUDG – Dad's &amp; Grandads</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>FUDG</li> <li>Exhibition afternoon</li> <li>End of year family picnic</li> <li>Move Up morning</li> </ul>