

Lawford Mead Primary School Foundation Stage Curriculum

Summer 1 What's that sound?

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 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>Talking about how certain sounds/ pieces of music make us feel.</p> <p>Being able to negotiate in conversations & learning how to listen to our peers.</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>Class circle times, focusing on how we can stay safe and school.</p> <p>Listening to wind chimes outside – how do they make us feel?</p> <p>Learning how to focus on silence and how to calm ourselves down when listening to the sounds of nature.</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>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>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>Animal sound lotto</p> <p>Talking about themselves and their likes and dislikes, in relation to different genres of music.</p> <p>Listening to Peter and the Wolf – can we visualise the different animals?</p> <p>Investigating rhyming words – real and made up.</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 2, 3 & 4</p> <p>Discussing change including seasonal, visual timetable of day.</p> <p>Recording each other talking – can they identify the person?</p> <p>Recording instructions for 'Simon Says' game – can they follow the instructions?</p>	<p>Learning Objectives: Movement and handling 40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>ELG 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</p> <p>Health and Self-care 40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p> <p>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>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising. Marching in time to a steady beat.(Da Souza's marches) Creating their own marching band outside</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 & 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> <p>Investigating the Boom Whackers outside. What do they notice about the different lengths of tube!?</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 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 stories on Coomber CD player</p> <p>Letters and sounds Phase 2, 3 & 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 things that make sounds</p> <p>Mark making on tally charts – What noises do we hear outside?</p> <p>Writing own version of stories</p> <p>Class book –Recording children talking. Can we guess who it is when we hear them</p> <p>Tricky word Song and actions</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</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.</p> <p>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 music on the internet – how? Credit card?</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.</p> <p>Comparing boxes and containers to create musical instruments</p> <p>Matching numerals to hand bells/ glockenspiel bars</p> <p>Plastic bottles made into shakers with different amounts of coloured rice. Can they put in capacity order?</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</p> <p>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 Completes a simple program on a computer. Uses ICT hardware to interact with age appropriate computer software.</p> <p>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>Talking about family celebrations, and with whom they are shared.</p> <p>Use of computers & iPads in the classroom</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Look at different types of instruments from around the world.</p> <p>Looking at all the different signs and symbols on a piece of music.</p> <p>What is an echo? How is it made?</p> <p>Signs of spring– using iPads to take photos of leaves, flowers and blossom,</p> <p>Comparing telephones – now and then</p> <p>Beginning to understand 'then & 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>Investigating technological equipment which make sounds e.g. key board</p> <p>Technology survey – what gadgets do we use at home? How are they powered?</p>	<p>Learning Objectives:</p> <p>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</p> <p>40-60 Months 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>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>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>Build and create own musical instruments/ things that make sound - telephone</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<p>-Musical instruments -Old telephones - Noisy Orchestra (Usborne book)</p>	<p>- loud, quiet, silent, peaceful, noisy, calming, echo, listen, hear, low, high, volume, whisper -Shake, pluck, tap, hit, strum, vibrate - Download</p>	<p>- Old and new music players – gramophone, record player, CD player, Sound buttons and recording clip boards. -Guess who's talking?</p>	<ul style="list-style-type: none"> Sound hunt environment walk 	<ul style="list-style-type: none"> Class Assembly Technology survey homework