

Foundation Stage 1 Curriculum Overview 2024 - 2025

	Autumn	Spring	Summer	(end of year expectations)
	Traditional tales are covered throughout the year			
Strands	Possible themes/ trips/ activities Routines, All about me, Nursery rhymes Autumn, Halloween. Diwali, Bonfire night, Christmas	Winter/Chinese New year/ Valentines Tasting Chinese food / pancakes Spring/Farms/Traditional tales/Easter Mother's day/ hatching chicks	Growing butterflies/ M Minibeasts/ Summer Trip: local park with parents	
Core Books / rhymes	<p>Boo Hoo Baby A dark, dark, tale The Gingerbread man Brown bear, Brown Bear The Tiger who came to tea Dear Zoo Where's Spot Owl Babies Wow said the owl Peace at last Can't you sleep little bear Whatever next I went for a walk one day We're going on a leaf hunt</p> <p>Twinkle, twinkle The wheels on the bus Wind the bobbin up 5 Little teddy bears jumping on the bed 1 finger, 1 thumb 2 little dickie birds Heads, shoulders, knees and toes Jack be nimble Hickory Dickory Dock Now we've made a pattern Ring a Ring a Roses</p>	<p>We're going on a bear hunt Polar Bear, Polar bear Penguin Old MacDonald The little Red Hen Goldilocks and the 3 bears The three little Billy Goats Gruff Three little pigs I went to visit a farm one day</p> <p>Jack Frost Jack & Jill I hear thunder Humpty Dumpty Pat a cake Baa, Baa black sheep Row, row your boat Bear Hunt song</p>	<p>The Hungry Caterpillar The bad tempered ladybird The very busy spider Jack and the Beanstalk Jasper's Beanstalk The enormous turnip</p> <p>Rain, rain go away The Grand old Duke of York If you're happy and you know it... I'm a little teapot Little Miss Muffet There's a Spider on my head Incey Wincey Spider There's a tiny caterpillar on a leaf</p>	
Communication & Language	<p>To begin to know some rhymes To begin to understand how to listen attentively To develop an understanding of simple concepts To be able to respond to simple instructions To learn and use new vocabulary To use talk in play To use vocabulary to share feelings, experiences and thoughts.</p>	<p>To be able to listen attentively to traditional tales and retain new key vocabulary .To be able to talk about settings, characters and story structures. To be able to converse in conversations with an adult or peer. To know and remember different rhymes To know and use more complicated sentences of up to 6 or more words. To be able to ask questions. To be able to respond to questions with relevant answers. To know and use talk to organise themselves in play.</p>	<p>To be able to follow two step instructions To be able to listen to and talk about stories, story settings, characters and story structures. To be able to understand 'how' and 'why' questions. To know and use language from stories in role play activities. Take turns in a conversation with an adult or peer. To be able to express their point of view.</p>	<p>To join in at group times and wait for their turn to talk To use longer sentences of four to six words when talking To sit quietly and listen for up to 15 minutes Understand when asked simple questions.</p>

<p>Personal, social and emotional development</p> <p>Making relationships</p> <p>Sense of self</p> <p>Understanding emotions</p>	<p>To be able to separate from their main carer</p> <p>To learn to adapt to the new school environment, learning about the routines and classroom rules.</p> <p>To begin to understand and talk about different feelings</p> <p>To show increasing confidence to talk to adults and peers.</p> <p>To show an awareness of right and wrong.</p> <p>To be able to form special friendships</p>	<p>To share resources and play in a group.</p> <p>To able to take turns</p> <p>To express own preferences and interests.</p> <p>To know and be able to adapt behaviour to different places and circumstances</p> <p>To be able to select activities independently.</p> <p>To know and talk about different feelings.</p>	<p>To be able to initiate play with peers and keep play going by responding to what others are saying and doing.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>Develop appropriate ways of being assertive.</p>	<p>To be ready for new experiences, transitioning to reception classes</p> <p>To be able to follow rules and know why they are important</p> <p>To be responsible and be confident to be part of the school community.</p>
<p>Physical Development</p>	<p>To be able to move their bodies in different ways.</p> <p>To climb using alternate feet</p> <p>To develop their movement, balancing, riding and ball skills.</p> <p>To show preference for a dominant hand</p> <p>To be able to take care of toileting needs, washing and drying own hands.</p> <p>To take off, put on and hang up own coat.</p>	<p>To be able to experiment with a wide range of equipment, learning some degree of control.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>To take off, put on and zip up own coats.</p> <p>To develop a comfortable pencil grip.</p>	<p>Continue to develop gross and fine motor skills.</p> <p>Use one-handed tools and equipment.</p> <p>Choose the correct resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p>	<p>Can make healthy choices about food, drink, activity and tooth brushing</p> <p>Have an awareness of safety and manage their own risks</p> <p>Write recognisable marks and letters</p> <p>Develop their small motor skills so they can use a range of tools safely and confidently.</p>
<p>Literacy</p>	<p>Reading</p> <p>To be able to recognise familiar logos</p> <p>To begin know a range of nursery rhymes</p> <p>To be able to recognise their own name</p>	<p>To begin to build an understanding that text is read from right to left and from top to bottom.</p> <p>To be able to talk about different parts of a book.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>To have conversations about stories and learn new vocabulary</p> <p>To know that stories have beginnings, middles and endings.</p> <p>To clap syllables in words</p> <p>To spot and suggest rhymes</p>	<p>To engage in extended conversations about stories.</p> <p>To talk about people and places in stories and the important things that are happening.</p> <p>To understand that different words and print have different purposes</p>
	<p>Writing</p> <p>To be able to make marks independently</p> <p>To make marks of their picture to represent their own name</p>	<p>To give meaning to marks as they draw and paint</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Give meanings to marks as they draw, write and paint.</p> <p>Write own name</p> <p>To write some letters accurately</p>	<p>Writing</p> <p>Use some clearly identifiable letters to communicate meaning</p> <p>To wrote for a purpose</p> <p>To wrote their own name</p> <p>To use some of their early phonic knowledge in their early writing</p>
<p>Mathematics</p> <p>Number</p> <p>Numerical</p> <p>Patterns</p>	<p>To take part in rhyme sessions and learn new mathematical language</p> <p>To recite some number names in sequence</p> <p>To recite number names in order 1-5</p> <p>To say when two groups have the same number</p> <p>Start to recognise small groups of objects without having to count them.</p> <p>Start to recognise numerals</p> <p>To begin to recognise 2D shapes</p>	<p>To recognise numerals to 5</p> <p>To recite number names in sequence to 10</p> <p>To identify 3 objects without having to count them</p> <p>To identify simple patterns, stripes, spots etc</p> <p>To begin to talk about the properties of shapes</p>	<p>To link numerals and amounts</p> <p>To solve real life mathematical problems with numbers up to 5.</p> <p>To describe a simple route.</p> <p>To extend and create ABAB patterns</p> <p>To identify the shapes of everyday objects</p>	<p>To use number names to 10</p> <p>To have fast recognition of 3 objects</p> <p>To know that the last number reached when counting objects is the total amount.</p> <p>To compare quantities</p> <p>To understand positional language</p> <p>To correct a simple pattern</p> <p>To make simple comparisons between objects relating to size, length, weight and capacity.</p>

	To be able to construct with a range of resources, selecting shapes appropriately.			
Understanding the world The Natural World People, Culture and Communities Past and Present	To explore the natural world To begin to talk about their observations To begin to talk about themselves and their families. To know about different celebrations as they arise, Harvest, Diwali, Christmas To begin to understand life cycles – babies to adults, planting bulbs To explore and talk about different forces that they feel To explore light and dark To develop positive attitudes about the differences between people	To observe and talk about different materials and changes To learn about different countries in the world To learn about people who help us To talk about their past To plant seeds and care for growing plants Begin to talk about the differences between materials and changes that they notice. Show an interest in different occupations	To use all of their senses to explore the natural world To know that we have to be careful with animals and plants Begin to understand the key features of the life cycle of a plant and an animal.	To know that there are different countries in the world and talk about the differences we have learnt about or those they have experienced. Continue to develop positive attitudes about the differences between people. To be aware of different occupations Begin to make sense of their own life-story and their family's history. To begin to understand the need to respect and care for the natural environment and all living things
Expressive arts and design	Creating with materials Join in with dancing, singing and ring games Experiment with blocks, colours and marks Tap out simple repeated patterns	Begin to move rhythmically Learn how sounds can be changed Use different construction materials	Explore colour and how colour can be changed Join construction pieces together to build and balance	Exploring and using media and materials Begin to construct, stacking blocks vertically, and horizontally, making enclosures and creating spaces. Explore what happens when they mix colours Begin to build a repertoire of songs and dances
	Being imaginative and Imaginative Begin to make believe by pretending Engages in imaginative role play based on their own first-hand experiences	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Makes up own songs and rhymes.	Build stories around toys. Creates experiences and responses with a range of media.	Being imaginative Begin to introduce a storyline or narrative into their play Begin to play cooperatively as part of a group