

Upper Foundation Stage Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	Houses and winter Houses in the past.	Growth and change Animals	Journeys /contrasts with different location	
<p>Programme of study – Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>						
<u>Understanding the World</u>	Likes and dislikes Routines at home / routines at school Who lives in my house? Healthy food Appearance How to look after our bodies and keep them healthy Looking at similarities and differences between people Harvest Sukkkot Signs of Autumn How we care for the environment. Games/mark making on the smart screen iPads for taking photos	Celebrations including bonfire night, birthdays, Hanukah, Diwali, Christmas, Remembrance Day Ways that we celebrate these and their similarities and differences. Beebot- forwards backwards Pic Collage of autumn photos Ipad Introduce class photographer Spelling Shed on smart screen	Houses Houses in the local area (iPads and photos) Houses in the past Houses around the world Similarities and differences in relation to places. Materials in houses. Chinese New Year Signs of Winter How we care for the environment. Freezing and melting Educational apps on iPads- Numbots Record videos about E-Safety on iPads	How people change and grow Similarities and differences between people Looking at signs of spring Baby animals and pets. How to care for animals How to look after plants and conditions needed for growth Easter Mothers Day Jesus blessing the children story Welcoming children into Christian and Muslim faiths. Pic Collage of spring photos- add text Beebot -turning left and right	Different journeys taken and modes of transport used Old and new transport How we care for the environment Investigate floating and sinking Summer safety, signs of summer Taking a journey on a train. Compare and contrast Ossett to the coast/ seaside Places in the local area Maps Freezing and melting. Special people in the community. Guru Nanak Jesus as a friend to the disciple’s story. Feeding the five thousand story. Beebot -following and planning a route.	

Programme of Study- PSED

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Physical Development Physical activity is vital in children’s all-round development, ena

<p><u>PSED</u> We follow SEALs programme of study</p>	<p>New beginnings</p>	<p>Getting on and falling out</p>	<p>Going for Goals</p>	<p>Good to be me</p>	<p>Relationships</p>	<p>Changes</p>
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Programme of Study - Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

<p><u>Literacy</u> The children In Upper Foundation Stage also take part in a daily phonics lessons where a different set of letter sounds are taught each week and children use their knowledge of these sounds to blend and sound out words</p>	<p>Retelling the story of the Magic Porridge Pot Instructions for making porridge. Looking at recipes, labels and shopping lists Names and family names Name writing</p>	<p>Retell and order events from stories Write a Christmas list Write a letter to Santa Write a thank you card How to keep safe when crossing the road Christmas story writing Seasons writing</p>	<p>Stories about winter Drawing and labelling family members Chinese New Year Label parts of a house Write about dream houses Houses in the past.</p>	<p>Writing about changes since we were a baby. Writing instructions about how to care for plants Labelling plants Plant diary Life cycles Writing labels and instructions about how to care for animals</p>	<p>Retelling stories and recounts of journeys Writing postcards Adding labels to models and pictures. Holiday memories Maps and labelling Information books about transport Writing about UK and the seaside Letter to Year 1 teachers</p>
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Programme of Study Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p><u>Maths</u> We follow White Rose Maths to ensure progression throughout the year.</p>	<p>Just Like Me! Match, sort and compare amounts. Compare size, mass and capacity, explore patterns. Its Me 1 2 3! Represent compare, composition 1, 2 and 3. Circles, triangles, positional language</p>	<p>Light and Dark Representing numbers to 5. One more and less. Shapes with 4 sides. Time.</p>	<p>Alive in 5! Zero comparing numbers to 5. Composition of 4 and 5. Compare mass and capacity. Growing 6,7,8 6,7,and 8. Making Pairs and comparing 2 Groups. Length, height and time.</p>	<p>Building 9 and 10. Comparing numbers to 10. Bonds to 10. 3d shape pattern</p>	<p>To 20 and Beyond. Building Numbers beyond 10. Counting Patterns Beyond 10. Spatial Reasoning. Match, Rotate, Manipulate shapes. First Then Now Adding More, Taking Away. Spatial Reasoning. Compose and Decompose. Find my Pattern Doubles, sharing, grouping. Spatial Reasoning. Visualise and Build On the Move Deepening Understanding patterns and relationships.</p>
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Programme of Study – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Programme of Study- Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p><u>Expressive Arts and Design</u></p>	<p>Printing with different fruits and vegetables</p>	<p>Making calendars and cards</p>	<p>Making model houses</p>	<p>Drawing Spring flowers using watercolours.</p>	<p>Model boats</p>
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	Observational drawings Self portraits pencil Face collage	Making shiny pictures Colour mixing activities Van Gogh starry night Model rocket	Using different media to create winter pictures Chalk and collage Self portrait colour.	Colour mixing Designing and solving problems in the workshop area Designing and building homes for pets Combining different medias to make models and pictures. Paintings of owls- artist R.E. Fuller	Painting and drawing summer flowers oil pastels Making a pirate hat Painting a wax resist picture Make a fish with a shiny scale Symmetry and butterflies Self-portrait to compare from beginning use charcoal. Patterns in the environment Robert Shilling artist Clay pirate coins using tools. Painting treasure hunt around school
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Programme of Study -Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

<u>Talk Planning</u> Specific vocabulary taught through topics. Children encouraged to use recently taught vocabulary in play. Area specific vocabulary used to support adult child interactions	Plan, Do, Review. Linked to routines areas of classroom. All about me- features of bodies. Who lives in my house/ families. Feelings linked to moving to a new class. Tasting , making porridge Autumn	Bonfire night Handa’s Surprise – fruits and vegetables. Van Gogh Starry night Birds Space Xmas Story	Materials Houses in the past Houses from other countries. Our House I am good at. Winter	Owls Growing parts of a plant/ flower Changes from being a baby Caring for Pets Easter celebrations	Rainbow Fish –How to be a kind friend? Transport Steam trains Pirates and story language Parts of a boat Melting and freezing Comparing localities Earth worms Sun safety Robert Shilling –patterns in nature. Changes and feelings
<u>Stories</u> Used a focus stories in	The Magic Porridge Pot Handas Surprise Olivers Vegetables	Jack and the Beanstalk Who’s In The shed?	Elves and the Shoemaker Lost and Found	Enormous Turnip Farmer Duck Ugly Ducking	Gingerbread Man Train Ride The Rainbow Fish

Literacy, maths and across the curriculum.	Five Little ducks Monkey Puzzle The Enormous Turnip	Christmas Stories and stories from other cultures Seasons Pete the cat and his 4 groovy buttons Annos Counting Book	Three Little Pigs Dark Dark Tale A Squash and a Squeeze Kippers Toybox	Owl Babies Six Dinner Sid Titch	Going on a Bear Hunt Pirate Stories 10 Black Dots 20 Trucks in the Middle of the Road Jack and the Flum Flum Tree Billy's Bucket
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