

Deansfield Primary School Year Group FS1 Curriculum Overview 2017 – 2018

Foundation Stage 1 curriculum map identifies the context by which the four key areas of learning are delivered while adopting **a child initiated approach** whilst aiming to provide a variety of age appropriate challenging activities in order to prepare the children for a smooth transition to Reception

Ref: Development Matters in the Early Years Foundation Stage (EYFS) Early Education The British Association for Early Childhood Education www.early-education.org.uk

Subject	Autumn 1 Whole School Focus: Cultural art Zoo Traditional tales Christmas Festivals/Celebrations PHSCE Core Values: Respect and Creativity Co-operation	Autumn 2 Ourselves and our world Space, light and dark PHSCE Core Values: Responsibility Kindness	Spring 1 Whole School Focus: Scientist Homes around the world PHSCE Core Values: Trust Fairness	Spring 2 Superheroes Our bodies PHSCE Core Values: Fairness Positivity	Summer 1 Whole School Focus: Story Dinosaurs PHSCE Core Values: Individuality Honesty	Summer 2 Water Mini beasts PHSCE Core Values: Confidence Enjoyment
Personal Social and Emotional Development PSED	Decision Making Living in the wider world: Family and special occasions Foundation Assembly (weekly) Share good practice.	Have a positive approach to activities and events Positive relationships at school: belonging/celebrating similarities and differences	Health and well-being; decision making	Special Family Occasions Health and well-being: developing a positive approach to activities and events	Living in the wider world: develop awareness and respect for the environment and natural world.	Relationships: sharing significant personal events and experiences

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	Celebrate birthdays and introduce School values through stories , music and singing					
PSED	<p>Making Relationships:</p> <ul style="list-style-type: none"> • Can play in a group with friends suggesting ideas. • Has a good relationship with peers and familiar adults. • Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self-confidence and awareness:</p> <ul style="list-style-type: none"> • Can initiate an interaction with other children. • Selects and uses own resources, asks for help and is confident to interact with others. • Confident to speak to others about own needs, wants, interests and opinions and when they do or don't need help. <p>Early Learning Goal 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:</p> <ul style="list-style-type: none"> • Is able to adapt behaviour to changes in a familiar routine. • Is able to take turns, accepts the needs of others and is aware of the consequences of their actions. • Is able to negotiate with peers, recognise and adapt their behaviour to different situations. <p>Early Learning Goal 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>					
Physical Development PD	<p>Dance and Movement Small groups to explore a range of music and sound linked to context and pupil interest. Climbing and Ball skills-explore a range of small and large equipment and use with increasing confidence, skill and agility. Forest School Bi-Monthly visits supports the holistic development of the child: Health and fitness – being active in an outdoor, natural environment. Increased emotional wellbeing .Social development – Communicating, and negotiating with peers and adults to solve problems and share experiences. Gaining knowledge and understanding – Multi sensory, real-life learning. Individuals learning – Children learning at their own pace and following their own interests. Curriculum links – Forest School supports many areas of the National Curriculum and</p>					

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planning for lessons is linked to topics being taught in the indoor classroom.

Moving and Handling:

- Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle.
- Able to turn the pages of a book.
- Moves with confidence in a range of ways, negotiating space and is able to use one-handed equipment.
- Moves in different ways, is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment.

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self care:

- Is aware of their safety and manages risk with support.
- Is dry and clean during the day and manages own basic hygiene.
- Is aware of their own and others safety and how to manage risk when facing new challenges.

Early Learning Goal

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.

**Communication,
Language and
Literacy
CLL**

Speaking, Listening
and Understanding

Provide opportunities for children to: All subject areas
Listens to others one to one or in small groups.
Listens to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Follow directions
Begin to use more complex sentences to link thoughts and retell a simple past event in correct order

Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Questions why things happen and gives explanations. Ask e.g. *who, what, when, how.*

Listening and Attention:

- Anticipates key events and phrases in rhymes and stories.
- Listens to others and stories in small groups.
- Is able to retell simple stories.
- Maintains attention and concentration when listening to others.
- Is able to respond to stories asking questions and making comments.

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Early Learning Goal
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.

Understanding:

- Follows instructions without visual cues.
- Can describe how they carried out an activity or made a model.
- Understands simple who, what, where, questions.
- Understands 'how' and 'why' questions.
- Can respond to instructions with two or more parts.
- Is able to demonstrate understanding in their conversations with others by responding appropriately.

Early Learning Goal
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Can answer simple questions about themselves.
- Can make plans and describe them to others.
- Uses talk to retell events and simple stories, asks questions.
- Uses past, present and future tenses accurately.
- Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events.
- Is able to express themselves using extended language, for example by utilising connectives or added details.

Early Learning Goal
Children express themselves effectively, showing awareness of listeners' needs. They use 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.

Expressive Arts and Design ExAD Art	Environmental art creating scenes from London - use natural materials and a range of mediums Clay pinch pots: Diva pots Experience working with a variety of materials and natural resources through cooking and various crafts. Diwali	Artist in Focus: Andy Goldsworthy Environmental Art- Creating landscapes from natural materials C/c link: UtW and C&L	Close observational drawing and Painting exploring a range of mediums to create pictures of themselves and other family members			
		Cooking linked to different stories.				

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Music	Explore music and movement in play. Sing familiar songs and learn new ones.						→
	Explore sound and play a range of percussion instruments-link to stories creating sound effects	Perform song and dance at the Christmas production General Sound Discrimination – Environmental Sounds: To develop children's listening skills and awareness of sounds in the environment	Create a 'body' band and play rhythms to familiar songs and rhymes				→
To sing a range of songs and rhymes as individuals and as part of a group							
	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> • Constructs with a purpose in mind using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p>Early Learning Goal 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> <ul style="list-style-type: none"> • Uses a resource or material in a different way, showing intent as they do so. • Plays co-operatively as part of a group to develop and act out a narrative. • Introduces a storyline or narrative into their play. <p>Early Learning Goal 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 feelings through design and technology, art, music, dance, role play and stories.</p>						
Understanding of the World UfW Science Focus	Materials: Investigate Natural and Man Made Materials and their uses	Forces: Pushes and Pulls, To investigate how things move/change speed and/or direction.	Our Home ,Our school: A historical and geographical focus looking at buildings in our locality	Growth/Families To know about similarities and differences between themselves and others, and among families, communities and traditions.	Life cycles/ Growth Find out about and identify some features of living things in the local environment Develop observational skills Identify features of living things Recognise similarities & differences.	Science Investigation Can grow plants from the top of vegetables. Using carrots, parsnips and beetroots cut off the tops, remove the leaves and place in a large dish containing water. What kinds of leaves do	

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					Grow our beans. Care for Chickens- Hatchery from egg to chick and grow Butterflies from eggs.	the different tops grow? What conditions are best for growth? ICT Using simple city garden centre Complete the growing screen Children log on and log off and then print their picture. <u>Problem Solving</u> –Using the construction toys, children design a wall and test to see whether Humpty will stay on the wall without falling off.
Technology	Provide opportunities to: Explore computers to select and open programmes/ improve mouse control and retrieve information iPads –access age related APPS, take photographs and record information (supported) Beebot: Control vehicles / develop simple programmable instructions.					
R.E./Festivals	Provide opportunities to explore the similarities and differences between themselves and others among their families, communities and traditions (include key festivals and celebrations)					
	Harvest Festival	Diwali and Christmas	Chinese New Year			
Understanding of the World UfW	<p>People and Communities:</p> <ul style="list-style-type: none"> • Understands that different people perform different roles. • Knows how specific customs are celebrated within their own culture. • Shows awareness of different ways of life. <p>Early Learning Goal 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> <ul style="list-style-type: none"> • Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world. • Looks closely at similarities, differences, patterns and change. • Knows that living things grow and die. 					

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	<p>Early Learning Goal 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:</p> <p>Uses technologies, with support, to find out more about the world around them.</p> <ul style="list-style-type: none"> • Completes a simple programme on a computer with support. • Uses ICT hardware to select a programme and open and operate it independently. <p>Early Learning Goal 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>					
Visits/Visitors	<p>Family Forest Day (Oxleas Wood) Meet the Park Ranger</p>		<p>Visitor: Community Dentist Grandparents Tea Party- Chn. to invite and entertain a family member to school.</p>	<p>Visit Local Fire Station Visitors: Paramedic, Policeman</p>	<p>Visit to Woodlands Farm</p>	<p>Summer Teddy Bears Picnic</p>
Key Text(s) Literacy	<p>Dear Zoo Giraffes Can't dance</p>	<p>Can't you sleep little bear Aliens love underpants Whatever next</p>	<p>Brining the rain to Kapiti plain We're going on a lion hunt</p>	<p>Superhero Daisy</p>	<p>Harry and his bucketful of dinosaurs</p>	<p>Rainbowfish series Sharing a shell</p>
Role Play	<p>Home Corner Castle</p>	<p>Post office</p>	<p>Doctors/Dentist Surgery Emergency Services</p>	<p>Cottage in the woods</p>	<p>Mini beast laboratory</p>	<p>Garden Centre</p>
Literacy	<p>Reading:</p> <ul style="list-style-type: none"> • Plays with rhyming words, sounds and alliteration. • Hears and says some letters from their own name. • Knows that print carries meaning and knows how to handle books. • hears and says initial sounds in words. • Recognises familiar signs and labels • Links sounds to letters, sounding the letters of the alphabet. • Can blend CVC words. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>					

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	<p>Writing:</p> <ul style="list-style-type: none"> • Recognises and writes some letters from their own name. • Engages in making 'messages' for others from their pictures, paintings and in their play. • Uses groups of letters or letter like shapes when writing. • Ascribes meanings to marks they make. • Can segment CVC words and use appropriate letters to represent sounds. • Writes for different purposes. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some 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>Maths</p>	<p>Provide opportunities for children to: Use some number names and number language. Use some number names accurately in play. Recite numbers in order to 10. Count objects 1:1 Combine two groups and find the total Represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compare two groups of objects, saying when they have the same number. Show an interest in number problems and numerals in the environment. Show an interest in shape and space by playing with shapes or making arrangements with objects. Be aware of and show an interest in shape by sustained construction activity or by talking about shapes or arrangements. Use positional language. Talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Numbers:</p> <ul style="list-style-type: none"> • Recites numbers in order to 10. • Recognises numerals of personal significance. • Uses graphic representations to record number explorations in pictures and mark making. • Counts at least four objects. • Is confident in counting and recognising numerals 0-20 • can say one more or less than a given number • add and subtract using single digit numbers. • Is confident to order and ascribe using 0-20 <p>Early Learning Goal 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:</p>

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	<ul style="list-style-type: none"> • Is able to name simple geometric shapes. • Uses the properties of shape to express ideas, design and build. • Describes, recognises and makes comparisons between geometric shapes in the environment. • Using everyday language to describe patterns in nature or urban environments. • Is able to use comparative mathematical language, ordering 2 items by weight, size and capacity. <p>Early Learning Goal 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>Forest School</p>	<p>Exploring the outdoor environment. Provide opportunities to explore the key texts and related environmental topics to enhance their learning. Linked to Physical Development PD and Personal Social and Emotional Development PSED</p>

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