

## Foundation 2 Curriculum overview – Spring Term 2015

The majority of children in Foundation Stage are now working towards achieving the following Early Learning Goals; these will be developed through a variety of adult led carpet and focus sessions as well as child initiated activities.

**Topics will include:** Fairytales, Chinese New Year and People who help us.

### **Personal, Social and Emotional Development:**

- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings.
- Form positive relationships with adults and other children.
- Confident trying new activities and saying why they like some activities more than others.
- Confident to speak about their ideas in a familiar group.
- Chose resources they need for a chosen activity.
- Will say when they do or don't need help.
- Talk about their behaviour and know that some behaviour is unacceptable.
- Work as part of a group or class, adjusting their behaviour to different situations.
- Understand and follow the rules.
- Take changes of routine in their stride.

### **Communication and Language:**

- Listen attentively in a range of situations.
- Listen to stories, anticipating key events and respond with relevant questions, comments or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.

### **Physical Development:**

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.
- Know the importance for good health, a healthy diet and exercise.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.

### **Literacy:**

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular 'grotty' words.

- Demonstrate understanding when talking about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some common irregular 'grotty' words.
- Write simple sentences which can be read by themselves or others.
- Spell some words correctly and others are phonetically plausible.

## **Mathematics:**

- Count reliably with numbers from 1 to 20.
- Place numbers 1-20 in order.
- Say which number is one more and one less than a given number.
- Add and subtract two single-digit numbers (counting on or back to find the answer).
- Solve problems, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, describe and create patterns.
- Explore the characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding the world:**

- Talk about past and present events in their own lives and the lives of family members.
- Understand that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and difference between themselves and others, and amongst families, communities and traditions.
- Know the similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments may vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- Recognise that a range of technology is used in places such as homes and schools.
- Can select and use technology for particular purposes.

## **Expressive arts and design:**

- Can sing songs, make music and dance and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques.
- Can experiment with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.