**Foundation 2 Curriculum overview – Summer Term 2015**

**The majority of children in Foundation Stage are continuing to work 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.**

There will be some children that will be working towards exceeding statements for all or some of these areas. (These are highlighted green)

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| **Topics will include:** **Seasons – Spring and Summer, New life, Pirates, Mermaids and Under the Sea and Keeping Healthy.** |
| **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. * Play group games with rules. * Understand someone else’s point of view can be different from theirs. * Resolve disagreements through listening to one another. * 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. * Confident to speak to a class group. * Can talk about things that they enjoy and are good at. * Can talk about the things they do not find easy. * Talk about the plans they made to carry out activities and what they might change if they were to repeat them. * 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. * Can manage and control their behaviour. * Listen to each other’s suggestions and plan how to achieve an outcome without adult help. * Know when and how to stand up to themselves appropriately. * Stop and think before acting and can wait for things they want. |
| **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. * Follow instructions accurately and will ask for clarification if necessary. * Listen attentively with sustained concentration to follow a story without pictures or props. * Answer ‘how’ and ‘why’ questions. * Can express views about events or characters in a story and answer questions about why things happened. * Can carry out instructions which contain several parts in a sequence. * Use past, present and future forms accurately when talking about events. * Develop their own narratives and explanations by connecting ideas or events. * Show an awareness of the listener by making changes to language and non verbal features. * Recount experiences and imagine possibilities often connecting ideas. * Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions 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. * Can hop confidently and skip in time to music. * Hold paper in position, use a correct pencil grip and begin to write on lines controlling letter size. * 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. * Know about and can make healthy choices in relation to healthy eating and exercise * Can dress and undress independently, successfully managing fastening buttons or laces. |
| **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. * Can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words. * Use phonetic, semantic and syntactic knowledge to understand unfamiliar vocabulary. * Can describe main events in the stories they have read. * Use phonic knowledge to write words in ways which match heir 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. * Can spell phonetically regular words of more than 1 syllable as well as many irregular but high frequency words. * Use key features of narrative in their own writing. |
| **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. * Estimate a number of objects and check quantities by counting up to 20. * Solve practical problems that involve combining groups of 2,5 or 10, or sharing into equal groups. * 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. * Estimate, measure, weigh and compare and order objects and talk about their properties, position and time. |
| **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 difference between past and present events in their own lives and know some reasons why people’s lives were different in the past. * Know that other children have different likes and dislikes and that they may be good at different things. * Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. * 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. * Know that the environment and living things are influenced by human activity. * Can describe some actions which people in their own community do, which help to maintain the area they live in. * Know the properties of some materials and can suggest some of the purposes they are used for. * Familiar with basic scientific concepts such as floating, sinking and experimentation. * Recognise that a range of technology is used in places such as homes and schools. * Can select and use technology for particular purposes. * Select appropriate applications that support an identified need. |
| **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. * Develop their own ideas through selecting and using materials and working on processes that interest them. * Through their explorations they find out and make decisions about how media and materials can be combined and changed. * 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. * Talk about the ideas and processes which have lead them to make music, design images or products. * Can talk about features of their own and others work, recognising the differences between them and the strengths of others. |