**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.

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| **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.

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| **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.
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| **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.
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| **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.

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| **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.

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| **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.

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