



Foundation - Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me and My Family (including our heroes - people who help us)	Out of This World (Space and Celebrations)	Arctic Adventure/ Under the Sea	Enchanted Forest	Growing and Changing	Traditional Tales/ Tell me a story
Key Texts	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>Have you filled a bucket today?</li> <li>This is Our House</li> <li>Home</li> <li>Our Class is a Family</li> </ul>	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>Whatever Next</li> <li>My Pet Star</li> <li>Aliens Love Underpants</li> <li>Aliens Love Panta Claus</li> <li>How many sleeps until Christmas?</li> <li>The Polar Express</li> </ul>	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>Lost and Found</li> <li>The Runaway Iceberg</li> <li>Polar Bear Island</li> <li>Sharing a Shell</li> <li>The Rainbow Fish</li> <li>The Lighthouse Keeper's Lunch</li> <li>Fish Don't Sneeze</li> <li>The Whale who Wanted More</li> <li>Billy's Bucket</li> </ul>	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Stickman</li> <li>Owl Babies</li> <li>We're going on a bear hunt</li> <li>Freddie and the Fairy</li> <li>The Squirrels who Squabbled</li> <li>Superworm</li> </ul>	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Supertato</li> <li>Oliver's Vegetables</li> <li>Oliver's Fruit Salad</li> <li>The Very Hungry Caterpillar</li> </ul>	<u>Fiction Books</u> <ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>The Gingerbread Man</li> <li>The Three Little Pigs</li> <li>Hansel and Gretel</li> <li>Little Red Riding Hood</li> <li>Goldilocks and the Three Bears</li> </ul>
	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> <li>A Visit to the Doctor - Blake A Hoena</li> <li>A Visit to the Library - Blake A Hoena</li> <li>We all come from different cultures - Melissa Higgins</li> <li>School in many cultures - Heather Adamson</li> <li>Dentists - Mary Meinking</li> <li>Police Officers - Nancy Dickmann</li> <li>Paramedic - Rachel Blount</li> <li>Nurses - Emily Raij</li> <li>Ambulance and Air Ambulance Crew - Nancy Dickmann</li> <li>Doctors - Izzi Howell</li> <li>Heroes who help us from around the world - Liz Gogerly</li> </ul>	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> <li>Love Our Earth - Jane Cabrera</li> <li>My First Book of Planets - Bruce Betts</li> </ul>	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> <li>Look what I found at the seaside - Moira Butterfield</li> <li>All About Oceans - Christina Mia Gardeski</li> <li>Chinese New Year - Lisa J Amstutz</li> </ul>	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> <li>Incredible Rainforests - Kay Barnham</li> <li>Look what I found in the woods - Moira Butterfield</li> <li>All About Forests - Christina Mia Gardeski</li> <li>Life Cycles - Acorn to Oak Tree - Rachel Tonkin and Stephanie Fizer Coleman</li> <li>Bird Builds a Nest - Martin Jenkins</li> <li>Say Hi to Hedgehogs! - Jane McGuinness</li> </ul>	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> <li>The Amazing Life Cycle of Plants - Kay Barnham</li> <li>Caterpillar and Bean - Martin Jenkins</li> <li>Amazing Animal Babies - Kay Barnham</li> <li>Life Cycles - Egg to Chicken - Rachel Tonkin and Stephanie Fizer Coleman</li> <li>Life Cycles - Tadpole to Frog - Rachel Tonkin and Stephanie Fizer Coleman</li> <li>A Year on the Farm - Christina Mia Gardeski</li> </ul>	<u>Non-Fiction Books</u>
Communication and	Speaking					



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<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>To ask questions to find out more and to check they understand what has been said to them.</li> <li>To describe events.</li> <li>To develop social phrases.</li> <li>To use new vocabulary in different contexts.</li> <li>To share their interests with the class.</li> </ul>	<ul style="list-style-type: none"> <li>To describe events in some detail using full sentences.</li> <li>To connect one idea to another using connectives.</li> <li>To develop social phrases.</li> <li>To use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>To articulate their thoughts and ideas in well-formed sentences.</li> <li>To use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen.</li> <li>To use new vocabulary in different contexts.</li> <li>To explore the different adjectives that can be used to describe feelings.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in one-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>To begin to express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses.</li> <li>To retell stories read in class, some in exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in one-one and small group discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>To express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary (ELG).</li> <li>To offer explanations for why things might happen, making use of recently introduced vocabulary (ELG).</li> <li>To retell stories read in class, some in exact repetition and some in their own words.</li> </ul>
<p><b>Listening, Attention and Understanding</b></p>						
	<ul style="list-style-type: none"> <li>To understand how to listen carefully and why listening is important.</li> <li>To learn new vocabulary.</li> <li>To engage in storytimes.</li> <li>To engage in non-fiction books about people who help us.</li> <li>To listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>To learn songs taught in the school singing assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>To learn and use new vocabulary.</li> <li>To engage in storytimes.</li> <li>To listen to and talk about non-fiction space books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>To learn songs for the Nativity.</li> <li>To learn songs taught in the school singing assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>To learn and use new vocabulary.</li> <li>To listen to and talk about stories to build familiarity and understanding.</li> <li>To learn songs taught in the school singing assemblies.</li> <li>To begin to hold a conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>To make comments about what they have heard.</li> </ul>	<ul style="list-style-type: none"> <li>To learn and use new vocabulary.</li> <li>To listen to and talk about stories to build familiarity and understanding.</li> <li>To learn songs taught in the school singing assemblies.</li> <li>To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers (ELG).</li> <li>To make comments about what they have heard and ask questions to clarify their understanding (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To learn and use new vocabulary.</li> <li>To listen to and talk about non-fiction life cycle books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>To learn songs taught in the school singing assemblies.</li> <li>To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers (ELG).</li> <li>To make comments about what they have heard and ask questions to clarify their understanding (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To learn and use new vocabulary.</li> <li>To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during discussions (ELG).</li> <li>To learn songs taught in the school singing assemblies.</li> <li>To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers (ELG).</li> <li>To make comments about what they have heard and ask questions to clarify their understanding (ELG).</li> </ul>



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<p><u>Nursery Rhyme of the Week</u></p> <ul style="list-style-type: none"> <li>To learn the nursery rhyme of the week.</li> </ul>						
	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>The wheels on the bus</li> <li>1, 2, 3, 4, 5 Once I caught a fish alive</li> <li>My dog</li> <li>One elephant went out to play</li> <li>Hickory dickory dock</li> <li>Clap your hands and wiggle your fingers</li> </ul>	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>Five little speckled frogs</li> <li>Honky Tonky Donkey</li> <li>The donkey dance</li> <li>We're all going to Bethlehem</li> <li>Keep the fire going</li> <li>It's what a donkey's for</li> <li>What a beautiful child</li> <li>Amazing</li> <li>Twelve days of Christmas</li> </ul>	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>Penguin waddle</li> <li>Row, row, row your boat</li> <li>Twinkle twinkle little star</li> <li>If you're happy and you know it</li> <li>Five little ducks</li> <li>This old man</li> </ul>	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>I'm a little teapot</li> <li>Wind the bobbin up</li> <li>Incy wincy spider</li> <li>Five little monkeys swinging in the trees</li> <li>The green grass grows all around</li> </ul>	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>Old McDonald had a farm</li> <li>Baa baa black sheep</li> <li>Five currant buns</li> <li>Five little monkeys</li> <li>Head, shoulders, knees and toes</li> <li>Five little men in a flying saucer</li> </ul>	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> <li>Humpty Dumpty</li> <li>Jack and Jill</li> <li>London Bridge</li> <li>Ten in a bed</li> <li>Ten green bottles</li> <li>I am the music man</li> <li>The Grand Old Duke of York.</li> </ul>
<p>PSSED PSHE</p>	<p><b>Self-regulation</b></p>					
	<ul style="list-style-type: none"> <li>To talk about their feelings.</li> <li>To recognise different emotions.</li> <li>To follow rules and the Wavendon Gate Way.</li> <li>To understand why it is important to share and cooperate with others.</li> <li>To develop strategies to help when trying to share with others.</li> <li>To follow one-step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings.</li> <li>To begin to consider the feelings of others.</li> <li>To focus during short whole-class activities.</li> <li>To follow two-step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and express their own feelings.</li> <li>To explore different coping strategies to help regulate their emotions.</li> <li>To consider the reasons behind their emotions.</li> <li>To identify different feelings and how to moderate behaviour socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>To express their own feelings and consider the feelings and needs of others.</li> <li>To set a target and reflect on progress throughout.</li> <li>To wait for their turn.</li> <li>To focus during longer whole-class sessions.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why we have rules.</li> <li>To learn and practise 'grounding' coping strategies.</li> <li>To maintain focus during extended whole-class teaching.</li> <li>To follow three step instructions.</li> <li>To set and work towards simple goals (ELG).</li> <li>To wait for what they want and control their immediate impulses when appropriate (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To learn the importance of listening carefully by playing recall games.</li> <li>To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly (ELG).</li> <li>To give focused attention to what the teacher says, responding appropriately even when engaged in an activity (ELG)</li> <li>To follow instructions involving several ideas or actions (ELG).</li> </ul>
	<p><b>Managing Self</b></p>					
<ul style="list-style-type: none"> <li>To see themselves as a valuable individual.</li> <li>To understand that it is okay to like different</li> </ul>	<ul style="list-style-type: none"> <li>To get changed for PE independently.</li> <li>To develop their confidence to try new</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their confidence in their own ability to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about how physical activity supports their health and wellbeing.</li> </ul>	



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	<ul style="list-style-type: none"> <li>things.</li> <li>To talk about people that hold a special place in children's lives and think about what it means to be a valued person.</li> <li>To independently manage their own personal hygiene needs.</li> <li>To put their coat on independently.</li> <li>To get changed for PE with some support.</li> <li>To understand the role of a dentist and why it is important to brush our teeth.</li> </ul>	<ul style="list-style-type: none"> <li>activities.</li> <li>To show confidence whilst performing in the Christmas Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explain why we have rules.</li> <li>To confidently try new activities.</li> </ul>	<ul style="list-style-type: none"> <li>To show resilience and perseverance in the face of challenge.</li> <li>To understand how to be a safe pedestrian.</li> <li>To manage their own basic needs independently.</li> </ul>	<ul style="list-style-type: none"> <li>To learn new skills, showing resilience and perseverance in the face of challenge.</li> <li>To understand the importance of healthy food choices (ELG).</li> <li>To explain the reasons for rules, know right from wrong and try to behave accordingly (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about the different factors that support their health and wellbeing.</li> <li>To confidently try new activities, showing independence, resilience and perseverance in the face of a challenge (ELG).</li> </ul>
<b>Building Relationships</b>						
	<ul style="list-style-type: none"> <li>To seek support from adults when needed.</li> <li>To gain confidence to speak to peers and adults.</li> <li>To begin to form positive relationships with the adults and children in Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>To play with children who are playing with the same activity, extending and elaborating play ideas.</li> <li>To begin to develop friendships.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to work as a group with support.</li> <li>To take turns with support.</li> <li>To build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why sharing is important.</li> <li>To understand the characteristics that make a good friend.</li> <li>To learn the importance of supporting others by being kind.</li> <li>To listen to the ideas of other children and agree on a solution and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>To work together as a group to overcome challenges and communicate effectively with others.</li> <li>To begin to think about the perspective of others.</li> <li>To form positive attachments to adults and friendships with peers (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of listening carefully, telling the truth and thinking of others' feelings.</li> <li>To work and play cooperatively, taking turns with others (ELG).</li> <li>To think about the perspective of others.</li> <li>To show sensitivity to their own needs and other's needs (ELG).</li> </ul>
<b>Physical Development</b>	<b>Gross Motor</b>					
PE	<ul style="list-style-type: none"> <li>To develop the skills they need to manage lining up, queueing and mealtimes.</li> <li>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>To explore walking using different body parts, in</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the skills they need to manage lining up, queueing and mealtimes.</li> <li>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>To move in high and low ways and explore making high and low shapes.</li> <li>To confidently and safely use a range of large and small apparatus.</li> <li>To explore movements and</li> </ul>	<ul style="list-style-type: none"> <li>To explore different ways of pushing, rolling and bouncing a ball.</li> <li>To bounce a ball whilst moving into a space.</li> <li>To work with a partner to roll, push and bounce a ball and understand why it is important to be part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different ways of using our feet to move with a ball.</li> <li>To use their feet to control the ball.</li> <li>To develop their technique of dribbling with the ball.</li> <li>To develop a range of</li> </ul>	<ul style="list-style-type: none"> <li>To understand why it is important to take turns, keep scores and follow rules when playing a game.</li> <li>To explore different ways of avoiding a defender.</li> <li>To explore simple principles to prevent</li> </ul>



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	<p>different directions, at different levels and at different speeds.</p> <ul style="list-style-type: none"> <li>To move around safely, staying in a space.</li> <li>To confidently crawl, walk, march, jog, run, skip, jump and hop.</li> <li>To negotiate space and obstacles safely with consideration for themselves and others whilst playing a game.</li> <li>To revise and refine the fundamental skills that they have already acquired including; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different movements using different parts of the body.</li> <li>To add emotion to their movements as they move in character.</li> <li>To work in pairs to create movements together.</li> </ul>	<p>shapes in high, low, under and over ways on the apparatus.</p> <ul style="list-style-type: none"> <li>To move with developing control and grace.</li> <li>To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a range of ball skills including throwing and catching.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>To understand how to control a ball and why it is important to keep the ball close to them.</li> </ul>	<p>ball skills including kicking, passing and aiming.</p> <ul style="list-style-type: none"> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>To develop their kicking and dribbling skills during competitions.</li> <li>To collaborate and work together with their partner and in small groups.</li> </ul>	<p>the attackers from scoring.</p> <ul style="list-style-type: none"> <li>To apply their understanding of attacking and defending whilst playing a competitive game.</li> <li>To demonstrate strength, balance and coordination when playing (ELG).</li> <li>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</li> <li>To negotiate space and obstacles safely, with consideration for themselves and others (ELG).</li> </ul>	
	<b>Fine Motor</b>						
	<ul style="list-style-type: none"> <li>To independently get dressed and undressed, including doing up their own zips.</li> <li>To independently draw the pre-writing shapes.</li> <li>To hold a pencil effectively and begin to form taught letters correctly.</li> <li>To hold scissors correctly and make snips in paper.</li> </ul>	<ul style="list-style-type: none"> <li>To independently get dressed and undressed, including doing up their own zips.</li> <li>To hold a pencil effectively and form taught letters correctly.</li> <li>To hold scissors correctly and cut along straight and zig zagged lines.</li> </ul>	<ul style="list-style-type: none"> <li>To use a tripod grip to form taught letters accurately and efficiently.</li> <li>To use a tripod grip when using mark making tools. For example large paint brushes.</li> <li>To hold scissors correctly and cut along curved lines.</li> <li>To hold a fork and spoon correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To use a tripod grip to write letters using the correct formation and controlling the size of the letters.</li> <li>To use a tripod grip when using mark making tools. For example thin paint brushes.</li> <li>To hold scissors correctly and cut out large shapes.</li> <li>To hold a fork, spoon and knife correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To use a tripod grip to write letters using the correct formation, controlling the size of the letters and writing on the lines.</li> <li>To show accuracy and care when drawing.</li> <li>To hold scissors correctly and cut out small shapes.</li> <li>To use a knife correctly to cut food.</li> </ul>	<ul style="list-style-type: none"> <li>To hold a pencil effectively, using the tripod grip, in preparation for fluent writing (ELG).</li> <li>To show detail, accuracy and care when drawing (ELG).</li> <li>To use a range of small tools, including scissors, paintbrushes and cutlery (ELG).</li> <li>To hold scissors correctly and cut a variety of materials.</li> <li>To independently use a knife, fork and spoon to eat a range of meals.</li> </ul>	
<b>Literacy</b>	<b>Writing</b>						
	<ul style="list-style-type: none"> <li>To draw the pre-writing shapes</li> </ul>	<ul style="list-style-type: none"> <li>To form lower case letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To form lower case and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>To write short sentences with words</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of</li> </ul>	<ul style="list-style-type: none"> <li>To write simple phrases and sentences that can</li> </ul>	



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<ul style="list-style-type: none"> <li>To write their name</li> <li>To practise the tripod grip</li> <li>To write the set one sounds.</li> <li>To hear and write initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To segment and blend the sounds in CVC words.</li> <li>To spell words by identifying the sound and then writing the sound with letters.</li> <li>To communicate their ideas in full sentences.</li> </ul>	<p>correctly.</p> <ul style="list-style-type: none"> <li>To use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>To spell small, familiar words correctly and make phonetically plausible attempts at more complex words.</li> </ul>	<p>with known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"> <li>To write some irregular common words.</li> <li>To re-read what they have written to check that it makes sense</li> </ul>	<p>which are correctly formed (ELG)</p> <ul style="list-style-type: none"> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).</li> </ul>	<p>be read by others (ELG).</p> <ul style="list-style-type: none"> <li>To use narrative features in stories they write. For example 'Once upon a time'.</li> <li>To use capital letters for names.</li> <li>To use a keyboard to type their name.</li> </ul>
<b>Word Reading</b>					
<ul style="list-style-type: none"> <li>To understand that we read English text from left to right and from top to bottom</li> <li>To understand and name different parts of a book.</li> <li>To join in with rhymes and stories.</li> <li>To recognise their own name.</li> </ul>	<ul style="list-style-type: none"> <li>To identify initial sounds in words and recognise when words start with the same sound (alliteration).</li> <li>To read individual letters (set one sounds) by saying the sounds for them</li> <li>To blend three sounds into words, so that they can read CVC words made up of known letter-sound correspondences</li> <li>To count or clap syllables in a word.</li> </ul>	<ul style="list-style-type: none"> <li>To read some letter groups that each represent one sound and say the sounds for them.</li> <li>To blend sounds into words to read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>To read a few common exception words (red words).</li> <li>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>To know all of the set one sounds and some of the set two sounds.</li> <li>To read words and simple sentences consistent with their phonic knowledge by sound-blending.</li> <li>To read and recognise some red words.</li> </ul>	<ul style="list-style-type: none"> <li>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</li> <li>To read words consistent with their phonic knowledge by sound-blending (ELG)</li> <li>To say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</li> <li>To begin to respond speedily with the correct sound to graphemes for the 40+ phonemes. (Year One)</li> </ul>
<b>Comprehension</b>					
<ul style="list-style-type: none"> <li>To engage in extended conversations about stories we have read.</li> </ul>	<ul style="list-style-type: none"> <li>To independently hold a book the correct way and turn the pages.</li> <li>To retell a known story.</li> <li>To sequence the events in a story using pictures.</li> </ul>	<ul style="list-style-type: none"> <li>To re-read books to build up their confidence in word reading, fluency and understanding and enjoyment.</li> <li>To use vocabulary and events from stories in their play.</li> </ul>	<ul style="list-style-type: none"> <li>To make suggestions about what might happen next in a story.</li> <li>To read simple words and sentences.</li> <li>To talk about their favourite book.</li> <li>To demonstrate an understanding of what</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>To explore the narrative features of a story. For example: 'Once upon a time'</li> <li>To use and understand recently introduced vocabulary during discussions about stories, non-fiction,</li> </ul>



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			<ul style="list-style-type: none"> <li>To demonstrate an understanding of what has been read in class by answering questions about events and characters in the stories.</li> </ul>	<p>has been read in class by answering questions about the story.</p>	<ul style="list-style-type: none"> <li>To anticipate, where appropriate, key events in stories (ELG)</li> </ul>	<p>rhymes and poems and during role-play (ELG)</p> <ul style="list-style-type: none"> <li>To become familiar with traditional tales and to retell traditional tales considering their particular characteristics. (Year One)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>To match objects/pictures with other objects/pictures.</li> <li>To recognise the attributes of familiar objects and point out how they are the same.</li> <li>To identify objects that do not match using the language 'same' and 'different'.</li> <li>To identify sets of different objects.</li> <li>To understand that collections of objects can be sorted in different ways.</li> <li>To use the language 'more' and 'fewer' when comparing sets of objects.</li> <li>To compare and order objects by size/mass/capacity.</li> <li>To understand that patterns can be both visual and auditory.</li> <li>To copy and continue AB patterns.</li> <li>To create their own AB pattern.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different representations of numbers one to five.</li> <li>To subitise numbers one to five.</li> <li>To create their own representations of numbers one to five.</li> <li>To understand that as they count, each number they say is one more than the previous number.</li> <li>To understand that as they count back, each number is one less than the number before.</li> <li>To explore the different ways that numbers can be partitioned into two parts and more than two parts.</li> <li>To identify, name and describe circles and triangles.</li> <li>To compare circles and triangles.</li> <li>To recognise shapes in the environment.</li> <li>To use positional language to describe how items are positioned in relation to other items.</li> <li>To identify and name shapes with four sides.</li> <li>To combine shapes</li> </ul>	<ul style="list-style-type: none"> <li>To find, subitise and represent zero to five.</li> <li>To find one more than and one less than for numbers to five.</li> <li>To understand the composition of numbers to five.</li> <li>To explore conceptual subitising to five.</li> <li>To compare mass.</li> <li>To find a balance.</li> <li>To explore capacity.</li> <li>To compare capacity.</li> <li>To find and represent six, seven and eight.</li> <li>To find one more and one less than for numbers to eight.</li> <li>To explore composition of numbers six, seven and eight.</li> <li>To explore odd and even numbers and making pairs.</li> <li>To find and make a double (to eight).</li> <li>To combine two groups.</li> <li>To explore conceptual</li> </ul>	<ul style="list-style-type: none"> <li>To explore and compare length.</li> <li>To explore and compare height.</li> <li>To talk about time.</li> <li>To order and sequence time.</li> <li>To find nine and ten.</li> <li>To compare numbers to ten.</li> <li>To represent nine and ten.</li> <li>To explore conceptual subitising to ten.</li> <li>To find one more and one less than for numbers to ten.</li> <li>To explore the composition of numbers to ten.</li> <li>To explore and recall number bonds to ten.</li> <li>To make arrangements of ten.</li> <li>To find a double (to ten).</li> <li>To make a double (to ten).</li> <li>To explore even and odd numbers.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and name 3D shapes.</li> <li>To find 2D shapes within 3D shapes.</li> <li>To use 3D shapes for tasks.</li> <li>To recognise 3D shapes in the environment.</li> <li>To identify more complex patterns.</li> <li>To copy and continue patterns.</li> <li>To recognise patterns in the environment.</li> <li>To explore the composition of numbers beyond ten.</li> <li>To continue patterns beyond ten.</li> <li>To verbally count beyond twenty.</li> <li>To add by counting on.</li> <li>To count back from a given number in order to subtract.</li> <li>To select shapes for a purpose.</li> <li>To rotate and manipulate shapes.</li> <li>To explain shape arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>To compose and decompose shapes.</li> <li>To copy 2D shape pictures.</li> <li>To find 2D shapes within 3D shapes.</li> <li>To explore sharing.</li> <li>To explore grouping.</li> <li>To explore sharing even and odd amounts.</li> <li>To play with and build doubles.</li> <li>To identify units of repeating patterns.</li> <li>To create and explore their own pattern rules.</li> <li>To replicate and build scenes and constructions.</li> <li>To visualise from different positions.</li> <li>To describe positions.</li> <li>To give instructions to build.</li> <li>To explore mapping.</li> <li>To represent maps with models.</li> <li>To create their own maps from familiar places and stories.</li> </ul>



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		<ul style="list-style-type: none"> <li>with four sides.</li> <li>To identify shapes within shapes.</li> <li>To measure time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>subitising with numbers to eight.</li> <li>To use positional language to programme a Bee-Bot.</li> </ul>			
<p><b>Understanding the World</b></p> <p>Science History Geography RE MFL</p>	<b>Past and Present</b>					
	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To make sense of their own life-story and their families history.</li> <li>To know some similarities and differences between schools and homes in the past and now.</li> <li>To talk about the lives of the people around them and their roles in society.</li> <li>To talk about figures from the past and their roles in society - Florence Nightingale and Mary Seacole.</li> <li>To explore computer hardware.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To talk about the lives of astronauts and their roles in society.</li> <li>To talk about figures from the past and their roles in society - Neil Armstrong.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To talk about David Attenborough and his role in society.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To talk about Michael Rosen and his role in society.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To talk about figures from the past and their roles in society - Mary Anning.</li> <li>To learn about Dinosaurs and show some understanding of the past.</li> <li>To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To comment on images of familiar situations in the past.</li> <li>To compare and contrast characters from stories, including figures from the past.</li> <li>To talk about their past year.</li> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).</li> </ul>
	<b>People, Culture and Communities</b>					
<ul style="list-style-type: none"> <li>To talk about our families and understand that all families are valuable and special.</li> <li>To explore diversity by thinking about similarities and differences.</li> <li>To show an interest in the occupations of people who help us.</li> <li>To name, describe and talk about members of their family.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that some places such as a church, mandir and synagogue are special to members of their community.</li> <li>To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>To know some similarities and differences between different religious and</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and explain some similarities and differences between life in this country and life in other countries.</li> <li>To describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>To think about the perspectives of others in the class and learn about how different beliefs celebrate special times.</li> <li>To know some similarities and differences between different religious and cultural communities in the country.</li> <li>To draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and explain some similarities and differences between life in this country and life in other countries (ELG).</li> <li>To describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that people have different beliefs and celebrate special times in different ways.</li> <li>To know some similarities and differences between different religious and cultural communities in the country (ELG).</li> </ul>	





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		cultural communities in the country.				
	<b>The Natural World</b>					
	<ul style="list-style-type: none"> <li>To talk about the similarities and differences between types of homes.</li> <li>To explore the natural world around them, making observations and drawing pictures.</li> <li>To describe what they can see, hear and feel whilst outside.</li> <li>To understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what hibernation means and to make a hibernation box.</li> <li>To understand the need to respect and care for the natural environment and all living things.</li> <li>To explore the natural world around them, making observations and drawing pictures.</li> <li>To recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and know some similarities and differences of the natural world around them and contrasting environments.</li> <li>To talk about the key features of the life cycle of a penguin.</li> <li>To discuss and recall information about Antarctic and Arctic animals.</li> <li>To discuss and recall information about animals that live under the sea.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the natural world around them, making observations and drawing pictures.</li> <li>To understand the effect of changing seasons on the natural world around them.</li> <li>To understand what a habitat is.</li> <li>To recall information and make observations on woodland animals.</li> <li>To discuss and order the life cycle of an owl.</li> <li>To recall information about owls.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the key features of the life cycle of a butterfly and a plant.</li> <li>To recognise and know some similarities and differences of the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG).</li> <li>To explore the natural world around them, making observations and drawing pictures of animals and plants (ELG).</li> <li>To use a camera to make observations of the life cycle of a duck.</li> </ul>	<ul style="list-style-type: none"> <li>To describe what they can see, hear and feel whilst outside, using a range of vocabulary.</li> <li>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG).</li> <li>To make predictions and comment on the changes they have observed.</li> </ul>
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Guy Fawkes Day (Bonfire Night)</li> <li>Remembrance Day</li> <li>Diwali</li> <li>Children in Need</li> <li>Christmas</li> <li>Hanukkah</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Chinese New Year</li> <li>Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>World Book Day</li> <li>Mother's Day</li> <li>Ramadan</li> <li>Eid</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Father's Day</li> </ul>
	<b>Creating with Materials</b>					
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>To investigate the marks and patterns made by different textures.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different techniques for joining materials to create a</li> </ul>	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and</li> </ul>	<ul style="list-style-type: none"> <li>To return to and build on their previous learning of joining</li> </ul>	<ul style="list-style-type: none"> <li>To safely use and explore materials, such as clay and</li> </ul>	<ul style="list-style-type: none"> <li>To safely use and explore with a variety of junk modelling</li> </ul>



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<p>Art DT Music</p>	<ul style="list-style-type: none"> <li>To explore mark making using felt tips, chalks and pencils.</li> <li>To create a simple observational drawing.</li> <li>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>To use a variety of colours and materials to create a self-portrait.</li> <li>To design a house in the style of Hundertwasser.</li> <li>To make use of props and materials when role playing in the home corner.</li> </ul>	<p>hibernation box.</p> <ul style="list-style-type: none"> <li>To use Sketchpad to make a firework picture in the style of Jackson Pollock.</li> <li>To make use of props and materials when role playing in the space station role play area.</li> </ul>	<p>techniques to create salt dough decorations.</p> <ul style="list-style-type: none"> <li>To explore different techniques for joining materials. For example glue sticks, PVA glue, masking tape and sellotape.</li> <li>To create a rainbow collage in the style of Alma Woodsey Thomas.</li> <li>To explore different materials freely in order to develop their ideas about how to use them.</li> <li>To make use of props and materials when role playing in the arctic and under the sea role play area.</li> </ul>	<p>materials to create their own Gruffalo character.</p> <ul style="list-style-type: none"> <li>To safely use a range of tools and techniques to create a threaded spring flower.</li> <li>To share creations and explain the processes they have used (ELG).</li> <li>To safely use and explore painting using salt and colour mixing, experimenting with colour, design, texture, form and function (ELG).</li> <li>To explore, use and refine a variety of artistic effects to express their ideas and feelings whilst making a hanging egg decoration.</li> <li>To make use of props and materials when role playing in the enchanted forest role play area.</li> </ul>	<p>playdough, and their properties.</p> <ul style="list-style-type: none"> <li>To create collaboratively, sharing ideas, resources and skills.</li> <li>To return to and build on their previous learning of exploring materials to come up with their own ideas and how to represent them.</li> <li>To use clay to make a 3D sculpture.</li> <li>To use fruit and vegetables to make pictures in the style of the artist Giuseppe Arcimboldo.</li> <li>To make use of props and materials when role playing in the farm shop role play area.</li> </ul>	<p>materials, experimenting with colour, design, texture, form and function (ELG).</p> <ul style="list-style-type: none"> <li>To create collaboratively, sharing ideas, resources and skills.</li> <li>To return to and build on previous learning, refining ideas and developing their ability to represent them.</li> <li>To share creations, explain the process and evaluate their work (ELG).</li> <li>To make use of props and materials when role playing characters in narratives and stories in the traditional tales role play area (ELG).</li> </ul>
<p><b>Being Imaginative and Expressive</b></p>						
	<ul style="list-style-type: none"> <li>To show different emotions in their drawings and paintings.</li> <li>To develop storylines in their pretend play.</li> <li>To sing and perform the nursery rhyme of the week.</li> </ul>	<ul style="list-style-type: none"> <li>To develop storylines in their pretend play.</li> <li>To sing and perform the nursery rhyme of the week.</li> <li>To join in with school singing assemblies.</li> <li>To perform in the Christmas Nativity.</li> <li>To use Sketchpad to create their own piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>To develop detailed storylines in their play.</li> <li>To sing and perform the nursery rhyme of the week.</li> <li>To join in with school singing assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>To act out narratives based on stories read in class.</li> <li>To sing and perform the nursery rhyme of the week.</li> <li>To join in with school singing assemblies.</li> <li>To use technology to create a piece of art work.</li> </ul>	<ul style="list-style-type: none"> <li>To act out and create narratives based on stories read in class.</li> <li>To sing a range of well-known nursery rhymes and songs (ELG)</li> <li>To join in with school singing assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>To invent, adapt and recount narratives with their peers (ELG).</li> <li>To perform songs, rhymes, poems and stories with others (ELG).</li> <li>To sing a range of well-known nursery rhymes and songs (ELG).</li> <li>To join in with school singing assemblies.</li> </ul>
<p>Charanga</p>						



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	Unit 1 This Me	Unit 2 My stories	Unit 3 Everyone	Unit 4 Our world	Unit 5 Big Bear Funk	Unit 6 Reflect rewind and replay
	<ul style="list-style-type: none"><li>• To play instruments with increasing control.</li><li>• To listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• To sing in a group or on their own, increasingly matching the pitch and following the melody.<ul style="list-style-type: none"><li>• To explore and engage in music making and dance, performing solo or in groups.</li></ul></li></ul>					
<b>Introduction to an artist</b>	Vincent Van Gogh Friedensreich Hundertwasser Jackson Pollock	Alma Woodsey Thomas		Giuseppe Arcimboldo		