Curriculum Overview for Year FS

Comprehension

Retell stories/narratives using new vocabulary and own words e.g. A squash and a squeeze Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. E.g. Stickman, Whatever next!

English

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs through 'Bug Club' scheme
- Read words consistent with their phonic knowledge by soundblending E.g. phonics games such as Buried treasure
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (individual reading, shared reading, guided reading).

Writing

- Write recognisable letters, most of which are correctly formed. Write letters in sand, cornflour, rainbow write, overwrite etc.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others. E.g. Christmas list, shopping list, Jupiter fact file

Physical: Gross Motor Skills

 Negotiate space and obstacles safely, with consideration for themselves and others. E.g. Bikeability, dance sessions

Demonstrate strength, balance and coordination when playing. E.g. Climbing, obstacle courses, gym equipment

Move energetically, such as running, jumping, dancing, hopping, skipping and combing through games such as 'Simon Says' and 'Follow the leader'.

Safely use and explore a variety of materials, tools and

form and function. E.g. clay aliens, edible spe

junk model houses, telescopes, marbling

• Share their creations – art gallery walks, lockers

Make use of props and materials when role playing

characters in narratives and stories E.g. Large junk rocket

paintings, chalk pictures of the moon,

printing, Rangoli patterns, star biscuits

techniques, experimenting with colour, design, textur

Expressive Arts and Design

Creating with Materials

for role-playing Whatever next!

Physical: Fine Motor Skills

- Hold a pencil effectively E.g. name writing, writing tasks such as missing poster for Beegu.
- Use a range of small tools, including scissors, paintbrushes and cutlery - Continuous provision activities such as cutting up fruit, painting pictures of stickman, cutting out popcorn holders.
- Begin to show accuracy and care when drawing – E.g. self-portraits, moon pictures

Maths

Number

- Comparing Amounts
- Representing, comparing and composition of numbers 10
- One More/Less
- Combining amounts
- Number bonds to 10
- Learning Beyond 10
- Subitising
- Doubling/halving
- Adding/taking away

Counting to 20

Sharing/ Grouping

Match & Sort

Numerical Pattern

- Compare Size, Mass and capacity
- Explore Patterns/ number patterns
- 2D/ 3D Shapes
- Positional language
- Making pairs

- Length & Height
- Time
- Match, Rotate, and Manipulate
- Even/Odd
- Spatial Reasoning

Expressive Arts and Design

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs such as Jack and Jill and Baa Baa black sheep
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music E.g. Act out a squash and a squeeze using role play house, join in with repetitive phrases from stories such as 'Stickman'

Understanding

the world- Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

• Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the world

People, Culture and communities

- Describe the local environment from looking at maps and going on local walks.
- Make maps of walk to school.
- Discuss similarities and differences between Mosques and churches after reading about or visiting these religious communities. Learn about Diwali, Christmas and Sukkot.
- Compare life in the UK to life in different countries through discussion from stories.

Experiences

- Church visits
- Nature walks
- Visitors into school- e.g PCSO/Nurse
- Farm trip
 - Planting vegetables/ flowers
- Make a Noise
 - Walk to post a letter
- Dance lessons
- Celebration days e.g Diwali day
- Forest visits
- Working with children across the school e.g. houses day, paired reading

Understanding the world

The natural world

Explore the natural world and make drawings of plants

Discuss and compare local environment with contrasting environments through stories such as 'Walking through the jungle'.

Season walks – exploring different seasons

Life skills

- Communicating to get our needs met
- Developing independence
- Bikeability
- Cooking skills e.g. making fruit salads, biscuits
- Using tools for a purpose e.g. knife during cooking
- Fire safety activities
- Practising road safety
- Meeting our own needs lesson- dressing, toileting, washing, teeth brushing

• Developing cutting skills
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• Explore changing materials in the tuff tray including melting chocolate and ice (object frozen in ice)

Communication and language

Listening, Attention and Understanding

- Listening games e.g listening to nature, telephone, guess the sound
- Asking questions e.g professor know it all, asking question to visitors/ people of interest (Beegu)
- Using talk token/giving tokens to friends
- Encouraging children to share ideas with each other- pass on the idea
- Class book talk- sharing stories
- Explicitly practising conversation skillsusing sentence stems to support children then facilitate enhancing conversation styles with 1:1 feedback

Speaking

- Acting workshops- Role playing different roles
- Talking in small groups and larger groups
- Developing our pace, volume, tone and clarity through presentations/ performences for different purposes and setting targets to work explicitly on each aspect of speech.
- Practising using eye contact during class discussions/circle times
- Developing our own vocabulary maps
- Redrafting and working on our language skills through oracy activities—e.g. relentless redrafting/ talk detectives

Self- Regulation

- Exploring our feelings through- circle times,
 PSHE lessons, 1:1 discussions, feeling charts, meditation
- Setting class goals
- Listening skills
- Instruction games- Simon says, copy me, red/light/green light
- Controlling our impulses during supported continuous provision

Managing-Self

- Building independence through class roles/ helpers
- Growing resilience through picking a tricky task and preserving over time
- Class discussions/ debates about moral situations
- Learning to meet our own basic needs through lessons and opportunities to practise- e.g. learning about teeth brushing and healthy food/ support to manage our toileting needs

Personal, Social and Emotional Development

Building relationships

- Turn- taking games e.g. board games, sharing scenarios, cooking, sand timers
- Promoting discussion during snack and lunch time-talk topics/ scaffolding
- Celebrating each others achievements and special times
- Finding things in common games and activities

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