Foundation Stage Overview

2024-25

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme  | Animals  Highfield little explorers explore Kenya.  | Heroes and Villains  Highfield little explorers explore the UK.   | Space  Highfield little explorers explore The Arctic and Antarctica.   | Dinosaurs  Highfield Little explorers explore Spain |  Growing and ChangeHighfield Little explorers explore France |  SeasideHighfield Little explorers explore Italy |
| Key Texts: | Noahs Ark Little Red HenAnsi the SpiderStormAfter the stormHello AutumnThe leaf thiefTreeHandas surpriseWere going on a lion huntYana Goes to KenyaMonkey PuzzleHelicopter stories:Discovering Shakespeare (PKC) | Princess and the PeaSnow WhiteJack and the BeanstalkSupertatoReal SuperheroesTen little superheroesKnock Knock superheroesZogPaddington at the PalaceKatie in London | GoldilocksGingerbread ManHow to catch a starWhatever next | Chicken LickenHansel and Gretel | Enormous TurnipSelfish Giant |  |
| Communication and LanguageTalk to parents as part of transition about what language they speak at home and incorporate into learning. | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By having a SHREC approach to communication and language practitioners will build children’s language effectively. Reading frequently to children and engaging them actively in stories, non- fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. |
| Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play responding to direct questions and play activities. Vocab- weather, season, spring, summer, autumn, winter | Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs. Vocab- Diwali, Christmas, celebration, Christian, Jesus, God, Religion | Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses. Vocab- Arctic. Freezing, melt, Inuit, polar, South Pole, North Pole, explorer, before, now, Earth | Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened. | Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way. | Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery |
| Whole EYFS Focus- C and Lis developed throughout the year through high quality interactions, daily group discussions, sharing circle time, PSHE, stories, singing, speech and language interactions, assemblies, RWI and daily interventions.Daily Story Time | **Welcome to EYFS**​Settling in activities ​Making friends ​Children talking about experiences that are familiar to them​What are your passions / goals / dreams? ​This is me! ​Rhyming and alliteration ​Familiar Print​Sharing facts about me! ​Mood Monsters Shared stories ​All about me! ​Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” ​ | **Tell me a story!**​Settling in activities​Develop vocabulary  ​Discovering Passions ​Tell me a story - retelling stories​Story language ​Word hunts​Listening and responding to stories​Following instructions  ​Takes part in discussion ​Understand how to listen carefully and why listening is important.​Use new vocabulary through the day.​Choose books that will develop their vocabulary. | **Tell me why!**​Using language well ​Ask’s how and why questions…​Discovering Passions​Retell a story with story language ​Story invention – talk it!​Ask questions to find out more and to check they understand what has been said to them. ​Describe events in some detail.   ​Listen to and talk about stories to build familiarity and understanding. ​Learn rhymes, poems and songs. | **Talk it through!**​Settling in activities ​Describe events in detail – time connectives​Discovering Passions ​Understand how to listen carefully and why listening is important.​Use picture cue cards to talk about an object: “What colour is it? Where would you find it? ​Sustained focus when listening to a story  | **What happened?**​Settling in activities ​Discovering Passions ​Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives​ | **Time to share!**​Show and tell ​Weekend news ​Discovering Passions ​Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.  |
| Personal, Social and Emotional Development | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, yo persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friends, co-operate and resolve conflict peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| Managing SelfSelf Regulation | New Beginnings ​See themselves as a valuable individual.​Being me in my world ​Class Room Rules and Routines ​Supporting children to build relationships​Dreams and Goals  | Getting on and falling out. ​How to deal with anger Emotions​Self - Confidence ​Build constructive and respectful relationships.​Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.  | Good to be me Feelings ​Learning about qualities and differences ​Celebrating differences​Identify and moderate their own feelings socially and emotionally.​Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios   | Relationships ​What makes a good friend? ​Healthy me​Random acts of Kindness ​Looking after pets ​Looking After our Planet ​Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on | Looking after others​Friendships​Dreams and Goals ​Show resilience and perseverance in the face of challenge.​Discuss why we take turns, wait politely, tidy up after ourselves and so on. | Taking part in sports day -  Winning and loosing ​Changing me ​Look how far I've come! ​Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| Literacy Reading and writing | ReadingDevelop routines for phonics and reading sessions. Modelled blending sessions daily. Name reading in snack, creative, writing, voting and register times. Learn and signify small sections of text. Making predictions. Writing Dough Disco and strength activities for those that still need it. Daily name writing on registration. Modelled drawing with CVC labelling. Basic control and letter formation. Introduction to letter formation sessions. Labelling all artwork with name. | ReadingDaily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs. Basic Who, what, where, when Qs for comprehension. Independent decodable books in the environment Learning and role-playing stories from other cultures. Comparing to stories we already know. Good Vs bad. Writing Focused strength activities for those that need it. Daily name writing. Correct formation focus. Weekly modelled drawing and writing sessions. Weekly letter formation session. 1:1 CVC labelling task weekly | ReadingDaily independent reading of basic sentences. More complex sentences daily supported reading. Comparison of fiction and nonfiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc Writing Daily CVC tasks involving new digraphs and revisits of old. Daily hand strength and home activities for those that need it. Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and letter formation session. 1:1 writing task weekly | Reading Signify whole class text and begin to make simple innovations of places and character. Writing Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice. Sentence level tasks with word boxes to support all words being included in a sentence. Recording equipment for independent sentence building Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and letter formation session.  | ReadingIndependent reading of books with multiple sentences. Introduction of ‘why?’ inference questions. Specific inference sessions. Sorting spring texts fiction/nonfiction Writing Upper case letters used to start a sentence. Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling. Weekly letter formation session. Read the sentence and draw. | ReadingSignifying/story maps/innovate small sections Writing Secure spelling of tricky words Secure phase 2-4 phonemes Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling. |
| Handwriting | C:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AD9C9EA0.tmp | **Size 1 lines** Teach the names of the different letter heights – tall, small, tail with the line names. Children to draw straight lines on the handwriting lines –  C:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F87F9DAE.tmpCombination of short, tall, tail in a pattern.   C:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\91305EC.tmp C:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\53691EDA.tmp   | C:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2D451BF8.tmpC:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A31AAE9C.tmpC:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7996BB0A.tmpC:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\400277A8.tmpC:\Users\jkey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\697AC3F6.tmp | **Narrower lines if appropriate – size 2**  Repeat:  Family 1. The straight family  Family 2. The coat hanger family  Family 3. The bridge family  Family 4. The Zig Zag family  Family 5. The smile family  Family 6. The misfits  | **Narrower lines if appropriate – size 3**  Repeat:  Family 1. The straight family  Family 2. The coat hanger family  Family 3. The bridge family  Family 4. The Zig Zag family  Family 5. The smile family  Family 6. The misfits  |
| RWI  | RWI Set 1 m a s d t i n p g o c k u b f e l  h r j v w x y z  | RWI Set 1  Recap any single sounds form previous half term that show gaps in learning Blending using single letter set 1 sounds  | RWI Set 1 special friends Sh th ch qu ng nk  | Recap RWI Set 1 Special Friends: sh th ch qu ng nk   Secure blending of words containing these sounds.  | Recap RWI Set 1 sound gaps.   Teach blending of words containing consonant blends  | RWI Set 2 Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy   Teach reading of words containing these Set 2 sounds.   Build speed of reading words containing Set 1 sounds.  |
| Maths  | Daily subitisingWeek 1 and 2Getting to know youWeek 3 and 4Match sort and compareWeek 5 and 6Talk about measure and patternWeek 7 and 8It’s me 1, 2, 3Week 9 Circles and trianglesWeek 10 and 111, 2, 3, 4 and 5Week 12Shapes with 4 sides | Daily subitisingWeek 1 and 2Alive in 5Week 3 Mass and capacityWeek 4 and 5Growing 6, 7, 8Week 6 and 7Length, height and timeWeek 8, 9 and 10Building 9 and 10Week 11 and 12Explore 3D shapes | Daily subitisingWeek 1 and 2To 20 and BeyondWeek 3How many now?Week 4 and 5Manipulate, compose and decomposeWeek 6 and 7Grouping and SharingWeek 8-10Visualise, build and mapWeek 11Make connections |
| EAD | Art- Portraits Explore the role of outlines to make features and thick and thin brushes for adding detail. DT- Baking Apple PieMusic- Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat. Performance-Learn to signify parts of the class text. | DT- Diva lamps Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze. Music- My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform. Performance- Learn a simple Bollywood dance and perform. Role play and retell the story of Rama and Sita with puppets. | Art- Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch. Music- Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform. Performance- Signify key facts about polar bears. | DT- Large scale design projects using recycled materials. Able to select equipment, materials and techniques independently to make an end product after modelling. Music-Our World! Listen and appraise. Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat. Perform. Performance-Learn and perform song and actions of a sea shanty | Art- Still life drawings. Selecting between crayon, pencil and paint for best effect. Using outlines. Taking account of object placement. Music- Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform. Performance- Spring song-Jack Hartmann. Perform to parents. | DT- Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading. Music- Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform. Performance- role play of a traditional tale |
| PSHEJigsaw | Being me in my world   | Celebrating Differences   | Dreams and Goals   | Healthy Me   | Relationships   | Changing Me   |
| REChristianity  | Noahs Ark | Who am I? DifferencesThe Xmas story | Festivals  | The Easter story | Special Places of worship | Moving on |
| KUW | Highfield Farm Little Explorers explore:KenyaGeography- Explore Kenya. Compare weather, food, housing, wildlife. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science- The changing seasons throughout the book. How does the world change? Key aspects of each season (weather/trees and plants). Leaf sorting (classifying). Picture of outdoor area to compare over time. Each season.  | Highfield Farm Little Explorers explore: UKGeography- Explore UK. Compare weather, food, housing, wildlife to Kenya. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science- Light and dark. Making shadows. Different places to find light. Torches/dark tent/puppets (observing). History- How things change across time. Baby-adult. Timeline of growth. Timeline of basic day activities. | Highfield Farm Little Explorers explore: The Arctic and AntarcticaGeography- Explore The Arctic and Antarctica. Compare weather, food, housing, wildlife to UK. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science- Changing states. Melting of ice and how Arctic animals stay warm. Melting experiments (comparative/fair testing) Geography- North and South pole. Penguins and polar bear linked. Living in cold places. Comparison of lifestyles. Compare to our known environments. History- Ernest Shackleton as an explorer. Compare and sort basic equipment from then and now. | Highfield Farm Little Explorers explore: SpainGeography- Explore Spain. Compare weather, food, housing, wildlife to UK. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science- Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving). Geography- Making maps and finding locations. School grounds treasure hunt. Recognising local features on a bird’s eye view. Comparing Hull to a countryside location. Key differences. History- Compare familiar objects (toys, clothes, vehicles etc). | Highfield Farm Little Explorers explore: FranceGeography- Explore France. Compare weather, food, housing, wildlife to UK. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science- The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information. Watching and observing growth (observing over time). Basic health linked to fruit and vegetables. Geography- Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally. | Highfield Farm Little Explorers explore:Geography- Explore Italy. Compare weather, food, housing, wildlife to UK. Introduce the world map and how big our world is. Different places to live. How we move from one to another (bus, train, car, plane, boat)Science - Life cycles of a chick and butterfly. Sorting animals in different ways. Geography- Farming land and how it is used to farm animals. Google Earth to show how land is used locally. |
| Physical Development | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, special awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Find motor control and precision helps with hand-eye co-ordination, which links with early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |
| Gross Motor skills-REAL PE  | Core Real PE- Personal  Bike  Pirate  Real Gym  At home (Shape)   | Core Real PE- Social  Space  Jungle  Real Dance  Lesson 1,2,3  | Core Real PE- Cognitive  Train  Tightrope  Real Gym  Jungle Trip (Travel)   | Core Real PE- Creative  Clown  Seaside  Real Dance  Lessons 4,5,6   | Core Real PE- Physical  Juggling  Fairytale  Real Gym  Flight (Parklife)   | Core Real PE- Health and Fitness  Squirrel  Cat  Real Gym  Rotation (Toy Box)   |
| Cooperation games i.e. parachute games.​Climbing – outdoor equipment​ Different ways of moving to be explored with children​Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.  | Ball skills- throwing and catching. ​Crates play- climbing. Skipping ropes in outside area​dance related activities ​Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking​Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. ​Dance / moving to music ​Gymnastics ./ Balance  | Balance- children moving with confidence ​dance related activities ​Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. ​Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.  | Obstacle activities​children moving over, under, through and around equipment​Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. ​Dance / moving to music  | Races / team games involving gross motor movements ​dance related activities ​Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. ​Gymnastics ./ Balance  |
| Fine Motor Skills | Threading, cutting, weaving, playdough, Fine Motor activities. ​Manipulate objects with good fine motor skills ​Draw lines and circles using gross motor movements ​Hold pencil/paint brush beyond whole hand grasp​Pencil Grip  | Threading, cutting, weaving, playdough, Fine Motor activities. ​Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand ​Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities. ​Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control​Encourage children to draw freely.​Holding Small Items / ​Button Clothing / ​Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. ​Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities. ​Develop pencil grip and letter formation continually ​Use one hand consistently for fine motor tasks​Cut along a straight line with scissors / ​Start to cut along a curved line, like a circle / Draw a cross | Threading, cutting, weaving, playdough, Fine Motor activities. ​Form letters correctly​Copy a square​Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture​Start to draw pictures that are recognisable / ​Build things with smaller linking blocks, such as Duplo or Lego |
| Trips, experiences and visits | Nature/Autumn walk (school grounds) Home challenge- make an Autumn collage | Diwali visitor/ themed day Vicar visit- Christingle service Home challenge- Make your family tree | Vicar visit- Easter Chinese New Year themed day Home challenge- Make an Arctic landscape | Environment walk Scrapstore DT challenge Home challenge- Make a pirate themed object | Nature walk Butterfly garden Visit to the fruit/veg shop Home challenge- Growing sun flowers from seed | Living Eggs Farm Visit Home challenge- Make a shoebox farm |