

Crowland South View Primary School		Foundation Stage		2015-16		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Overarching theme:</b>	Ourselves	Ourselves + Celebrations	Dinosaurs	Pirates	Animal Hospital	Minibeasts
<b>Personal Social Emotional Development (PSED)</b>	<p><u>Making Relationships:</u> form positive relationships.</p> <p><u>Self- confidence and self-awareness:</u> shows confidence in asking adults for help.</p> <p><u>Managing feelings and behaviour:</u> aware of boundaries set and behavioural expectations.</p>	<p><u>Making Relationships:</u> to play co-operatively with others.</p> <p><u>Self- confidence and self-awareness:</u> confident to speak in a familiar group.</p> <p><u>Managing feelings and behaviour:</u> able to talk about how they and others show feelings</p>	<p><u>Making Relationships:</u> to take account of others ideas.</p> <p><u>Self- confidence and self-awareness:</u> confident to speak about own needs, interests and opinions</p> <p><u>Managing feelings and behaviour:</u> beginning to negotiate and solve problems</p>	<p><u>Making Relationships:</u> show sensitivity to others needs and feelings.</p> <p><u>Self- confidence and self-awareness:</u> confident to try new activities and say why they like some more than others.</p> <p><u>Managing feelings and behaviour:</u> work as part of a group, understand and follow the rules.</p>	<p><u>Making Relationships:</u> to form positive relationships with adults and children.</p> <p><u>Self- confidence and self-awareness:</u> able to choose the resources they need for their chosen activities.</p> <p><u>Managing feelings and behaviour:</u> adjust their behaviour to different situations and take changes to routines in their stride.</p>	<p><u>Making Relationships:</u> able to organise activities with others.</p> <p><u>Self- confidence and self-awareness:</u> say when they do and don't need help.</p> <p><u>Managing feelings and behaviour:</u> be able to talk about consequences and know and understand why some behaviour is unacceptable.</p>
<b>Communication &amp; Language (C+L)</b>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> Use talk to organise, sequence and clarify thinking.</p>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> introduces a storyline or narrative into their play.</p>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> begin to express themselves effectively , showing an awareness of the listeners needs.</p>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> use past, present and future forms accurately when talking about events that have happened or are in the future.</p>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Maintaining Attention</u> Follow stories with props or pictures.</p> <p><u>Understanding</u> – responds to simple instructions.</p> <p><u>Speaking-</u> develop their own narratives and explanations by connecting ideas or events.</p>
<b>Physical Development (PD)</b>	<p><u>Movement and handling-</u> Large &amp; fine motor skills, finger gym, experiments with different ways of moving. Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><u>Heath and self-care-</u>Healthy eating – shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><u>Movement and handling-</u> Large &amp; fine motor skills, finger gym, experiments with different ways of moving. Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><u>Heath and self-care-</u> Healthy eating – shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><u>Movement and handling-</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>Heath and self-care-</u> Shows an understanding of how to transport and store equipment safely.</p>	<p><u>Movement and handling-</u> Handle a pencil effectively to form recognisable letters most of which are correctly formed.</p> <p><u>Heath and self-care-</u> Practices some appropriate safety measures without direct supervision</p>	<p><u>Movement and handling-</u> Children to show good control and co-ordination in small and large movements. They move confidently in a range of ways.</p> <p><u>Heath and self-care-</u> children can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>Movement and handling-</u> Handle tools effectively including pencils for writing.</p> <p><u>Heath and self-care-</u> Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p>
<b>LITERACY</b>	Phase 1 and phase 2 phonics.	Phase 2 phonics Writing/reading simple CVC and reading tricky words.	Begin phase 3 phonics Blend/segment CVC words. Read and write phase 2 tricky words.	Phase 3 phonics Blend/segment CVC words. Read and write phase 2 tricky words.	Phase 3-4 phonics Blend/segment CVC words with digraphs. Read and write phase 2 tricky words.	Phase 4 phonics Blend/segment CCVC /CVCC words. Read and write phase 3 tricky words.

<b>MATHS</b>	Counting 1:1 Number recognition- 10 Shape 2D	Money Repeating patterns Position and direction Counting in 10s Number recognition- 10-15	Counting in 2s & 10s Addition Subtraction Number recognition- 10-20	Capacity Doubles Simple division Place value Counting in 2s, 5s & 10s	Time Data handling Addition Subtraction Counting in 2s, 5s & 10s	Money Shape 2D 3D Counting in 2s, 5s & 10s
<b>Understanding the World (UtW)</b>	<u>People and communities</u> -past and present events. <u>The world</u> - looking closely at similarities and differences in relation to places, objects, materials and living things. <u>Technology</u> - completing a simple program on a computer.	<u>People and communities</u> - enjoy joining in with family routines and customs. <u>The world</u> - comparing environments. <u>Technology</u> - knows that information can be retrieved from computers- using the internet.	<u>People and communities</u> - understand that other children don't always enjoy the same things and be sensitive to this. <u>The world</u> - make observations of plants and growth. <u>Technology</u> -using ICT hardware to interact with age appropriate computer software.	<u>People and communities</u> - children know about similarities and differences between themselves and others and among families. <u>The world</u> - talk about features of their own immediate environment. <u>Technology</u> - recognising that a range of technology is use in different places such as home and school.	<u>People and communities</u> - children know about similarities and differences between themselves and others and among communities <u>The world</u> - make observations about animals and explain why some things occur. <u>Technology</u> - can select and use technology for particular purposes.	<u>People and communities</u> - children know about similarities and differences between themselves and others traditions. <u>The world</u> - make observations about plants and animals, explain why some things occur. <u>Technology</u> - can select and use technology for particular purposes.
<b>Expressive Arts and Design (EAD)</b>	<u>Exploring and using media and materials</u> -Music - tapping out rhythms -Build a repertoire of songs. Use simple tools and techniques competently and appropriately. <u>Being Imaginative</u> - introduce a storyline or narrative into their play.	<u>Exploring and using media and materials</u> - Build a repertoire of songs. Colour mixing skills Select tools and techniques needed to shape assemble and join materials. <u>Being Imaginative</u> - create simple representations of events, people and objects.	<u>Exploring and using media and materials</u> - Explores different sounds of instruments- ongoing. <u>Being Imaginative</u> - play cooperatively as part of a group to develop and act out a narrative.	<u>Exploring and using media and materials</u> - constructs with a purpose in mind. <u>Being Imaginative</u> - initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	<u>Exploring and using media and materials</u> - children sing songs, make music and dance and experiment with different ways of changing them. <u>Being Imaginative</u> - children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<u>Exploring and using media and materials</u> - children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being Imaginative</u> - children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.