



FS1 Curriculum Overview

(Themes/topics/learning opportunities are based on the need and interests of the child. We follow an 'In the moment' planning approach)

	Autumn Term	Spring Term	Summer Term
	<p>Possible themes-Ourselves/our families</p> <p>Key texts: Traditional tales, I like myself, Pumpkin soup</p> <p>Festivals/celebrations: Diwali, Christmas, Harvest</p> <p>National Nursery rhyme week</p>	<p>Possible themes-Growing, Nature/life cycles</p> <p>Key texts: The very hungry caterpillar, Olivers Vegetables, Paper lanterns</p> <p>Festivals/celebrations: Chinese New Year, Pancake Day, Easter, Book week</p>	<p>Possible themes-Changes/transition</p> <p>Key texts: Do I have to go to school? Ten seeds</p> <p>Festivals/celebrations: Father's Day, Transition</p>
Literacy	<p><i>Children will learn to join in with a range of songs and rhymes, and listen to a range of stories and poems.</i></p> <p>Phonics-Phase 1 mainly Aspects 1, 2, 3 and 6 Mark making – exploring a range of materials to make marks -pens, chalks, brushes and water Reading-Story time, rhymes and songs, Story Sacks, story stones, using props to retell known stories and to make up own stories.</p>	<p><i>Children will learn to write some or all of their first name. Children will develop skills to ask questions about stories. Children will make comments and shares their own ideas.</i></p> <p>Phonics: Phase 1 continue with Aspects covered and introduce 4, 5 and 7 Writing: think about writing the first letter of their names Mark making – giving meaning to marks Reading: Range of stories-discuss what they liked/characters/story events</p>	<p><i>Children will write their name independently. Children will learn to engage in extended conversations about stories, learning new vocabulary.</i></p> <p>Phonics: Phase 1 All Aspects Writing: Encouraging name writing practising on IWB Mark making – giving meaning to marks. Forming the letters in their name Reading: Name recognition</p>

<p>Mathematica Development</p>	<p><i>Children will learn a range of finger rhymes and numbers. Children will learn the names of 2D and 3D shapes and learn to use shapes appropriately</i></p> <p>Singing and acting out number songs with props Exploring numbers to 5 Exploring new resources-arranging 2D shapes, building models with blocks/magnets</p>	<p><i>Children will be learning to make comparisons between objects relating to size, length, weight and capacity.</i> <i>Show finger numbers up to 5</i></p> <p>Water station-exploring guttering, making water systems Measuring ourselves/plants using cubes Growing sunflowers-talking about size/length</p>	<p><i>Children will be learning to Count beyond 10 and talk about and identify the patterns around them.</i></p> <p>Daily counting opportunities Repeating patterns using natural resources</p>
<p>Communication and Language</p>	<p><i>Children will learn to listen to simple stories. Children will develop their skills in listening to other people's talk with interest.</i></p> <p>Circle times-taking about ourselves Learning each others names through name games Following simple instructions Learning Makaton signs</p>	<p><i>Children will develop understanding of questions or instructions that have two parts</i> <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i> <i>Children will enjoy listening to longer stories and can remember much of what happens</i></p> <p>Exploring a range of information texts Library books introduced-choose a new book weekly to take home</p> <p>Book Week activities</p>	<p><i>Children will join in with repeated refrains and anticipates key events and phrases in rhymes and stories</i></p> <p>Re-telling stories Story scribing</p>
<p>Personal, Social and Emotional Development</p>	<p><i>Children will develop friendships with other children and build relationships with the adults. Children will be learning to show more confidence in new social situations.</i></p> <p>Learning new routines-Introduce visual timetable. Sense of self-model use of mini-me's Ring games/circle games-Farmers in the den, Honey pot game</p>	<p><i>Children will develop skills in finding solutions to conflicts and rivalries. Children will develop skills in playing with one or more other children, extending and elaborating play ideas.</i></p> <p>Circle time</p>	<p><i>Children will be learning to remember rules without needing an adult to remind them. Children will begin to manage their own needs.</i></p> <p>Transition-visiting new class</p>

Physical Development	<p><i>Children will learn to use one-handed tools and equipment. Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></p> <p>Model use of scissors and how to use tools-brushes, glue sticks, tape. Bikes and trikes-navigating space safely Balls, hoops, and ribbons</p>	<p><i>Children to learn to be increasingly independent as they get dressed and undressed. Children to develop skills in using a comfortable grip with good control when holding pens and pencils Children will take part in some group activities which they make themselves or in teams</i></p> <p>Getting dressed for Forest school-putting on boots/trousers/doing own coat Introduce name cards/model forming letters in their names Model use of whiteboards/pens</p>	<p><i>Children will learn to make healthy choices about food and drink. Children will be further developing the skills they need to manage the school day successfully:</i></p> <p>-lining and queuing up -personal hygiene -mealtimes</p> <p>Sports Day</p>
Understanding of the World	<p><i>Children will make connections between the features of their family and other families. Children will remember and talk about significant events in their own experience</i></p> <p>Sharing their family photos-talking to peers about their family Explore story 'The best Diwali ever' Christmas Panto Performance</p>	<p><i>Children will begin to make sense of their own life story and family's history Understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all the living things.</i></p> <p>Forest School sessions Exploring the school grounds Sequencing life cycles-caterpillar, tadpoles/frogs Litter picking around the school grounds Caring for the school chickens</p>	<p><i>Children will talk about what they see, using a wide range of vocabulary</i></p> <p>Summer trip: TBC</p>
Expressive Arts and Design	<p><i>Children will learn to explore different materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p>Model use of creative area-what can we use and how can we use it? Self portraits using different media Fabrics/scarves/pegs for dressing up</p>	<p><i>Children will learn to join different materials and explore different textures. Children will remember and sing a range of entire songs</i></p> <p>Still life painting-watercolours Model techniques such as collaging Junk modelling</p>	<p><i>Children will learn to explore colour and colour-mixing. Children will be learning to create their own songs, or improvise around one they know.</i></p>