



Foundation Stage Year Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social & Emotional	<p>Begin to initiate conversations (MR)</p> <p>Begin to play in a group (MR)</p> <p>Demonstrate friendly behaviour (MR)</p> <p>Develop confidence to speak to others (SC+SA)</p> <p>Develop confidence to speak about needs (SC+SA)</p> <p>Begins to understand boundaries set and behavioural expectations (MF&B)</p> <p>Begin to understand that own actions affect other people (MF&B)</p>	<p>Initiate conversations & take account what others say (MR)</p> <p>Explain own knowledge & ask appropriate questions (MR)</p> <p>Confident to talk about needs, wants, interests & opinions (SC+SA)</p> <p>Understand own actions & comfort others if they have upset them (MF+B)</p> <p>Aware of boundaries set & behavioural expectations & follows these (MF+B)</p>	<p>Take steps to resolve conflicts with other children & find a compromise (MR)</p> <p>Play co-operatively & take turns with others (MR)</p> <p>Describe self in positive terms & talk about abilities (SC+SA)</p> <p>Confident to try new activities. (SC+SA)</p> <p>Begin to negotiate & solve problems without aggression (MF+B)</p> <p>Talk about how they and others show feelings – understand, talk about behaviour & consequences (MF+B)</p>	<p>Form positive relationships with adults & children. (MR)</p> <p>Show sensitivity to others' needs & feelings. (MR)</p> <p>Confident to speak in a familiar group, talking about ideas (SC+SA)</p> <p>Say when they do / don't need help (SC+SA)</p> <p>Work as part of a group / class & understand to follow the rules (MF+B)</p>	<p>Take account of another's ideas to organise activities. (MR)</p> <p>Resolve minor disagreements through listening (MR)</p> <p>Choose resources they need for chosen activities (SC+SA)</p> <p>Confident to speak in a class group. (SC+SA)</p> <p>Talk about things they are good at or not. (SC+SA)</p> <p>Adjust their behaviour to different situations & take changes of routine in their stride (MF+B)</p> <p>Know some ways to manage feelings & use these to maintain control (MF+B)</p>	<p>Play games with rules. (MR)</p> <p>Understand bullying is (MR)</p> <p>Resourceful in finding support when they need help / information. (SC+SA)</p> <p>Talk about plans they have made to carry out activities & what they might change next time (SC+SA)</p> <p>Listen to each other's suggestions and plan how to achieve an outcome without help (MF+B)</p> <p>Know when & how to stand up for themselves appropriately. (MF+B)</p> <p>Stop and think before asking & wait for things they want (MF+B)</p>



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Communication & Language	<p>Begin to follow directions (LA)</p> <p>Begin to listen to stories with increasing attention and recall (LA)</p> <p>Begin to respond to simple instructions (U)</p> <p>Begin to listen and respond to ideas expressed by others in conversation (U)</p> <p>Begin to retell a simple past event in correct order (S)</p> <p>Begin to build up vocabulary based on their experiences (S)</p> <p>Begin to use language in play situations (S)</p>	<p>Maintains attention, concentrates & sits quietly during appropriate activity (LA)</p> <p>Can listen do for short while (LA)</p> <p>Respond to simple instructions and begin to respond to 2-part sequences (U)</p> <p>Listen & respond to ideas by others in discussions (U)</p> <p>Use language to imagine & re-create roles and experiences in play (S)</p> <p>Link statements & stick to a main theme (S)</p>	<p>Two-channelled attention (LA)</p> <p>Listen attentively in a range of situations (LA)</p> <p>Listen to stories & anticipate key events (LA)</p> <p>Begin to understand humour (U)</p> <p>Begin to follow instructions involving several ideas / actions (U)</p> <p>Begin to use talk to organise thinking & clarify ideas (S)</p> <p>Begin to express themselves effectively with awareness of listeners' needs (S)</p>	<p>Listen to stories & respond to what they hear with relevant comments (LA)</p> <p>Begin to give their attention to what others say & respond appropriately (LA)</p> <p>Begin to answer 'how' and 'why' questions about experiences (U)</p> <p>Begin to use past, present & future forms accurately when talking about events (S)</p>	<p>Give their attention to others & respond appropriately while engaged in another activity (LA)</p> <p>Listen to instructions & follow them accurately, asking for clarification if needed (LA)</p> <p>Confidently answer 'how' and 'why' questions about experiences in response to stories / events (U)</p> <p>Express views about events / characters in a story (U)</p> <p>Confidently use past, present & future forms when talking about events (S)</p> <p>Develop own narratives and explanations by connecting ideas & events (S)</p>	<p>Listen attentively with sustained concentration to follow a story without pictures / props. (LA)</p> <p>Can listen in a larger group e.g. assembly (LA)</p> <p>Answer questions about why things happened in a story (U)</p> <p>Carry out instructions which contain several parts in a sequence (U)</p> <p>Confidently use past, present & future forms when talking about events (S)</p> <p>Show awareness of listener by making changes to language & non-verbal. (S)</p> <p>Recount experiences & imagine possibilities, connecting ideas (S)</p> <p>Use a range of vocabulary in imaginative ways to add info, express ideas / explain actions. (S)</p>



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Physical	<p>Begin to move freely with pleasure and confidence in a range of ways (M&H)</p> <p>Draw lines and circles using gross motor movements (M&H)</p> <p>Begin to dress with help (H&SC)</p> <p>Begin to eat a range of healthy food (H&SC)</p> <p>Dry and clean throughout the day (H&SC)</p>	<p>M&H:</p> <p>Jumps off equipment & land appropriately. Negotiate space when playing chasing games. Show increasing control over objects.</p> <p>Use simple tools to change materials. Begins to show a preference for a dominant hand.</p> <p>H&SC:</p> <p>Begins to show some understanding that good practices with regard to exercise, eating, sleeping etc. contribute to good health. Practices some appropriate safety measures without direct supervision. Begins to understand the need for safety when tackling new challenges.</p>	<p>Shows a preference for a dominant hand & begins to form recognisable letters (M&H)</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control (M&H)</p> <p>Begin to show good control & co-ordination in large & small movements. (M&H)</p> <p>Shows good understanding about good health (H&SC)</p> <p>Transports equipment safely (H&SC)</p> <p>Begin to manage own basic hygiene & personal needs successfully (H&SC)</p>	<p>Uses a pencil & holds it effectively to form recognisable letters, most of which are correctly formed (M&H)</p> <p>Moves confidently in a range of ways, safely negotiating space (MH)</p> <p>Begin to understand the importance for good health of physical exercise & a healthy diet & talk about ways to keep healthy and safe (H&SC)</p> <p>Manage own basic hygiene & personal needs successfully – dress themselves & go to the toilet independently. (H&SC)</p>	<p>Show good control & co-ordination in large & small movements (M&H)</p> <p>Move confidently in a range of ways, safely negotiating space. (M&H)</p> <p>Handle equipment & tools effectively, including pencils for writing (M&H)</p> <p>Hop confidently / skip in time to music (M&H)</p> <p>Confidently discuss the importance for good health (H&SC)</p> <p>Dress & undress independently, beginning to fasten buttons. (H&SC)</p>	<p>Begin to hold paper in position, use their preferred hand for writing, using a correct pencil grip (M&H)</p> <p>Begin to write on the lines & control letter size (M&H)</p> <p>Know about and can make healthy choices in relation to, healthy eating & exercise. (H&SC)</p> <p>Dress & undress independently, confidently managing buttons & laces (H&SC)</p>



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Literacy	<p>Begin to recognise own name (R)</p> <p>Begin to look at books independently (R)</p> <p>Begin to attempt to write own name (W)</p> <p>Give meaning to marks they make when drawing, writing & painting. (W)</p>	<p>Continue a rhyming string (R+W)</p> <p>Enjoy a range of books and understand that information can be retrieved from these (R)</p> <p>Begin to hear & say the initial sounds in words (R+W)</p> <p>Begin to link sounds to letters (R+W)</p> <p>Writes own name and attempts other things such as labels (W)</p>	<p>Begin to read words (R)</p> <p>Begin to read simple sentences (R)</p> <p>Name and sound the letters of the alphabet (R+W)</p> <p>Begin to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (W)</p> <p>Attempt to write short sentences in meaningful contexts (W)</p>	<p>Begin to read and understand simple sentences (R)</p> <p>Begin to use phonic knowledge to decode regular words and read them aloud accurately (R)</p> <p>Read some irregular words (R)</p> <p>Attempts writing in different contexts for example captions and short, meaningful sentences (W)</p> <p>Use phonics knowledge to write words in ways which match their spoken sounds (W)</p> <p>Write some common irregular words (W)</p>	<p>Confidently read & understand simple sentences – using phonic knowledge as well as identifying a range of irregular words (R)</p> <p>Demonstrate understanding when talking to others about what they have read (R)</p> <p>Describe the main events in simple stories they have read (R)</p> <p>Write simple sentences that can be read by themselves and others. Some words spelt correctly & others are phonetically plausible (W)</p>	<p>Begin to read phonically regular words of more than one syllable as well as many irregular but high frequency words (R)</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary (R)</p> <p>Write simple sentences that can be read by themselves and others. Some words spelt correctly & others are phonetically plausible (W)</p> <p>Spell phonically regular words of more than one syllable as well as many irregular but high frequency words (W)</p> <p>Use key features of narrative (W)</p>



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Mathematics	Begin to use some number names and number language (N) Show an interest in numerals in the environment (N) Recognise some numerals of personal significance (N) Begin to use 2D shape names (SSM) Begin use some SSM vocabulary (SSM)	SEE Hamilton Trust Long term plan (N & SSM)	SEE Hamilton Trust Long term plan (N & SSM)	SEE Hamilton Trust Long term plan (N & SSM)	SEE Hamilton Trust Long term plan (N & SSM)	SEE Hamilton Trust Long term plan (N & SSM)



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Understanding the world	<p>Begins to describe special times for their families (P&C)</p> <p>Begin to talk about some of the similarities and differences to their friends (P&C)</p> <p>Begin to comment & ask questions about the natural world (W)</p> <p>Begin to show care for the environment (W)</p> <p>Know how to operate simple equipment (T)</p>	<p>Enjoy joining in with family customs and routines (P&C)</p> <p>Begin to look closely at similarities, differences, patterns & change in the world (W)</p> <p>Completes a simple program on a computer (T)</p>	<p>Enjoy joining in with family customs & routines (P&C)</p> <p>Begin to understand that other children don't always enjoy the same things as them and are sensitive to this (P&C)</p> <p>Look closely at similarities, differences, patterns & change in the world (W)</p> <p>Begin to make observations of animals & plants and explain why some things occur & discuss changes (W)</p> <p>Uses ICT hardware to interact with age-appropriate computer software (T)</p> <p>Recognise that a range of technology is used in places such as homes and school (T)</p>	<p>Begin to talk about past and present events in their own lives and lives of family members (P&C)</p> <p>Begin to understand similarities & differences between themselves & others (P&C)</p> <p>Know similarities & differences in relation to places, objects, materials & living things. (W)</p> <p>Talk about their immediate environment & discuss how environments may vary (W)</p> <p>Select & use technology for a purpose (T)</p>	<p>Begin to understand similarities and differences between families, communities & traditions (P&C)</p> <p>Begin to understand that other children have different likes and dislikes and may be good at different things (P&C)</p> <p>Know similarities & differences in relation to places, objects, materials & living things. (W)</p> <p>Become familiar with basic scientific concepts such as floating, sinking & experimentation (W)</p> <p>Begin to describe some actions which people in their community do to help area they live in (W)</p> <p>Select & use technology for a purpose (T)</p> <p>Use a range of everyday technology (T)</p>	<p>Understand the difference between past and present events in their own lives & reasons why people's lives were different in the past (P&C)</p> <p>They understand that different people have different beliefs, attitudes, customs & traditions & it is important to treat them with respect (P&C)</p> <p>Know that the environment & living things are influenced by human activity (W)</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for (W)</p> <p>Select appropriate apps to support needs (T)</p>



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Expressive Arts & Design	<p>Begin to explore colour (EM&M)</p> <p>Begin to use various construction materials (EM&M)</p> <p>Begin to explore the different sounds of instruments (EM&M)</p> <p>Begin to engage in role play (BI)</p> <p>Begins to introduce a storyline into play (BI)</p>	<p>Begin to build a repertoire of songs & dances (EM&M)</p> <p>Understands that different media can be combined to create new effects (EM&M)</p> <p>Use simple tools and techniques competently & appropriately (EM&M)</p> <p>Create simple representations of events, people and objects (BI)</p> <p>Play alongside children engaged in the same theme (BI)</p>	<p>Selects appropriate resources & adapts work where necessary (EM&M)</p> <p>Selects tools & techniques needed to shape, assemble & join materials they are using (EM&M)</p> <p>Begin to sing songs, make music & dance and experiment with ways of changing them (EM&M)</p> <p>Initiate new combinations of movement and gesture in order to express & respond to feelings, ideas and experiences (BI)</p> <p>Begin to represent their own ideas, thoughts and feelings through DT, technology, art, music, dance, role play and stories (BI)</p>	<p>Safely use & explore a variety of materials, tools & techniques experimenting with colour, design, texture, form & function. (EM&M)</p> <p>Sing songs, make music & dance and experiment with ways of changing them (EM&M)</p> <p>Represent their own ideas, thoughts and feelings through DT, technology, art, music, dance, role play and stories (BI)</p>	<p>Safely use & explore a variety of materials, tools & techniques experimenting with colour, design, texture, form & function. (EM&M)</p> <p>Through their explorations, they find out and make decisions about how media & materials can be combined & changed (EM&M)</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes (BI)</p> <p>Begin to talk about the ideas and processes which have led them to make music, designs, images or products (BI)</p>	<p>Develop their own ideas through selecting and using materials and working on processes that interest them. (EM&M)</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products (BI)</p> <p>Talk about features of their own and others' work, recognising the differences between them and the strengths of others (BI)</p>



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ELG Statements

Exceeding Statements