

# Alderwood Primary School

## Year Group FS1

### Curriculum Overview 2017 – 2018



Areas Of Learning	Theme / Topic	Autumn 1 Whole School Focus:  <b>We are Family</b>  PHSCE Core Values: Respect and Creativity Co-operation	Autumn 2  <b>In the Night Sky Festivals</b>  PHSCE Core Values: Responsibility Kindness	Spring 1 Whole School Focus:  <b>Once Upon a Time / Nursery Rhymes/ Traditional Tales</b>  PHSCE Core Values: Trust Fairness	Spring 2  <b>Old MacDonald</b>  PHSCE Core Values: Fairness Positivity	Summer 1 Whole School Focus:  <b>On the Move (People Who Help Us)</b>  PHSCE Core Values: Individuality Honesty	Summer 2  <b>Under the Sea</b>  PHSCE Core Values: Confidence Enjoyment
PSED	<b>Self Conf and Sel Awareness</b>   <b>Managing Feeling and Behaviours</b>   <b>Relationships</b>	<b>Beginnings</b> Family and special occasions   Sharing and turn taking   Relationships/ family	<b>Getting on and Falling Out</b>  Have a positive approach to activities and events  Thinking about other people's feelings  Friendly gestures and words	<b>Going for Goals</b> Independence   Kindness and rules/Right from wrong  Welcoming new friends	<b>Good to be Me</b> Developing a positive approach to activities and events   Adapting to events and changes   Sharing ideas	<b>Relationships</b> Sharing significant personal events and experiences   Listening to each other   Friendly gestures and words	<b>Changes</b> Develop awareness and respect for the environment and natural world   Exploring independently
Communication and Language	<b>Listening and Attention</b>   <b>Understanding</b>   <b>Speaking</b>	Nursery Rhymes  Response to stories and N/Rhymes  Talk About personal events	Follow instructions  Response to stories and nursery rhymes  All about Me books	Discuss and describe  Response to stories and nursery rhymes  All about Me books	Follow instructions  Response to stories and nursery rhymes  All about Me books	Respond to story  Re-tell familiar stories  All about Me books	Respond to story  Re-tell familiar stories  All about Me books

		<p>Provide opportunities for children to: All subject areas          Listens to others one to one or in small groups.          Listens to stories with increasing attention and recall.          Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.          Follow directions          Begin to use more complex sentences to link thoughts and retell a simple past event in correct order</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.          Questions why things happen and gives explanations. Ask e.g. who, what, when, how.</p>					
Physical	<b>Moving and Handling</b>	Using bodies awareness of movement / Climbing, use of space	Response to music Threading Balancing coordination	Use apparatus - High low Fast slow stop go, on off up down over under	Changing shape developing control folding Small equipment and awareness of others	Use of apparatus Construct using large cartons etc.	Travelling use of space and control of movements.
	<b>Health and Self-Care</b>	Keeping healthy Personal Hygiene Toileting	Keeping healthy Personal Hygiene Toileting	Keeping healthy Personal Hygiene Toileting	Keeping healthy Personal Hygiene Toileting	Keeping healthy Personal Hygiene Toileting	Keeping healthy Personal Hygiene Toileting
	<p>Opportunities to use fine motor skills in a range of activities.          Provision to include Write Dance activities, Art of Writing, and Dough Disco          Dance and Movement Small groups to explore a range of music and sound linked to context and pupil interest.          Climbing and Ball skills-explore a range of small and large equipment and use with increasing confidence, skill and agility.          Forest School Bi-Monthly visits supports the holistic development of the child:          Health and fitness – being active in an outdoor, natural environment. Increased emotional wellbeing .Social development – Communicating, and negotiating with peers and adults to solve problems and share experiences. Gaining knowledge and understanding – Multi sensory, real-life learning. Individuals learning – Children learning at their own pace and following their own interests. Curriculum links – Forest School supports many areas of the National Curriculum and planning for lessons is linked to topics being taught in the indoor classroom.          Developing independence          Developing awareness of safety in different places          Managing self care</p>						
Literacy	Reading	Letters and Sound s –Phase 1 aspects 1-6 Sound work & rhymes General sound discrimination activities	Letters and Sound s – Phase 1 Aspects 1-6 Sound work & rhymes General sound discrimination activities including voice sounds activities	Letters and Sound s – Phase 1 Aspects 1-6 Sound work & rhymes. Intro Letter sounds General sound discrimination activities	Letters and Sound s –Phase 1 Aspects 1-6 Initial Sounds – hearing General sound discrimination activities including voice sounds activities	Aspect 7 of Phase 1 Initial sounds – Hearing & recognising initial sounds Linking a few letters to sounds Oral blending of CVC words Continuing a rhyming string	Aspect 7 of Phase 1 Initial sounds – Hearing & recognising initial sounds Linking a few letters to sounds Oral blending of CVC words Continuing a rhyming string
	Writing	Mark makers, paper,cards/ envelopes	Name Writing	Graphics Table – Variety of resources	Writing instructions	Story sequencing	Purposes for writing

	Key Text	<b>Suggested texts:</b> Peepo Owl Babies Paddington Peace At Last	<b>Suggested texts:</b> Pumpkin Soup Diwali Story How to Catch a Star Nativity Story The Jolly Christmas Postman	<b>Suggested texts:</b> The Gingerbread Man The Enormous Turnip Each Peach Pear Plum Chinese New Year Story	<b>Suggested texts:</b> The Little Red Hen What the Ladybird Heard A Squash and a Squeeze Rosie's Walk Farmer Duck	<b>Suggested texts:</b> Topsy and Tim Go to the Doctors Emergency! Vicky the Vet &other Usborne Jobs People Do Series	<b>Suggested texts:</b> The Snail and the Whale Tiddler The Rainbow Fish Commotion in the Ocean
<b>Writing provision to a variety of resources such as :</b> <b>Lists, instructions, letters, envelopes, signs, captions, narrative, books, diaries</b> <b>Also each area is to have an opportunity to mark make</b>							
Maths	<b>Numbers</b>	1-5 counting Recog	6-10 counting recog	1-5 count,recog and order	1-5 order and adding sets-10	use6-10 count,recog and order more less	6-10 order and use comparisons
	<b>Shape, space and measures</b>	Colour, size, Sorting and matching	Comparing amounts 2d & 3d shapes	Comparing quantities Weight & Capacity	Sizes and measures	Pattern and colour, 2D shapes	Shape, sequencing,
		<b>Exploring the outdoor environment. Provide opportunities to explore the key texts and related environmental topics to enhance their learning.</b> <b>Children will improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures</b>  <b>Provide opportunities for children to:</b> <b>Use some number names and number language.</b> <b>Use some number names accurately in play. Recite numbers in order to 10.</b> <b>Count objects 1:1Combine two groups and find the total</b> <b>Represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.</b> <b>Shows curiosity about numbers by offering comments or asking questions.</b> <b>Compare two groups of objects, saying when they have the same number.</b> <b>Show an interest in number problems and numerals in the environment.</b> <b>Show an interest in shape and space by playing with shapes or making arrangements with objects.</b> <b>Be aware of and show an interest in shape by sustained construction activity or by talking about shapes or arrangements.</b> <b>Use positional language. Talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</b>					
Understanding the World (including seasonal change)	<b>The world</b>	Talks and asks about where they live and the natural world.	Talking about what you've seen in nature: plants, animals etc	Growth, decay and changes over time.	Caring for living things and the environment.	Talking about familiar places.	Explorations of the natural and 'made'world.
	<b>People and communities</b>	Remembers and talks about events in own experience.	Describing special times and events for family and friends.	Similarities and differences.	Sharing recent events they've been part of.	Different occupations and ways of life.	Different people, different roles.
	<b>Technology</b>	Operating simple equipment.	Toys and Technology: knobs, pulls and flaps.	Real and improvised technology.	Retrieving information form computers.	Sharing experiences with technology.	Finding out about the world with technology.

Expressive Arts and Design	<p><b>Exploring and using media and materials</b></p> <p><b>Being imaginative</b></p>	<p>Colour mixing Texture collage – looking at materials</p> <p>Imitating home life and first-hand experiences</p>	<p>Texture collage – looking painting people Cutting &amp; joining for containers</p> <p>Creating songs and movement</p>	<p>Painting People</p> <p>Creating new worlds and scenarios</p>	<p>Obs. Drawing eg plants</p> <p>Building narratives around toys</p>	<p>3-d model making /Make a moving toy</p> <p>Making props for role play</p>	<p>Painting, tech/collage</p> <p>Using a range of media to capture experiences</p>
	<b>Music and CLL</b>	<p>Explore music and movement in play. Sing familiar songs and learn new ones.</p> <p>Explore sound and play a range of percussion instruments-link to stories creating sound effects</p>	<p>Perform song and dance at the Christmas production</p> <p>General Sound Discrimination – Environmental Sounds: To develop children's listening skills and awareness of sounds in the environment</p>	<p>Create a 'body' band and play rhythms to familiar songs and rhymes</p>			
	Role Play suggestions	<b>Home Corner</b>	<b>Astronomy Den/Post office</b>	<b>Castle</b>	<b>Farm</b>	<b>Doctors Surgery/ Fire Station</b>	<b>Underwater/Boat</b>
Forest School	Outdoor Learning	Exploring the site, Safety expectations, using tools	Environmental changes	Safety expectations	Habitats –Bird watching / Bird calls	Bug hunts	Safety expectations using tools
Educational Visits	Visits and visitors	Visit from Parents and carers.	Visit to Post Office to post Christmas/Festival Cards and letters.	Visit from Theatre Company	Woodlands Farm/ Mudchute Farm/ Godstone Farm	Visit from Police/Fire Fighters/Vet	Greenwich Park/ The Cutty Sark