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**Stockham Primary School, Progression of Skills and Curriculum Overview for Foundation 2022/23**

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| **INTENT DRIVERS** |

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| **Aspirations** | **Curiosity** | **Knowledge of the World** |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Area of Learning** | **Getting to Know You** | **Light and Dark** | **Toys**  **&**  **Superheroes** | **Growing** | **Once Upon a Time** | **Sailing the Seven Seas** |
| **Curriculum Intent** | The children start to understand their own identity and their role of being part of a family, a member of our class and the school. They know the school expectations and values. | The children learn about light festivals and celebrations from different cultures, experiment with light, dark and shadows and investigate how animals cope with the long dark nights of winter. | The children learn about toys from the past and compare them to toys they use now.  The children explore what it means to be a superhero, and find out about real life heroes. | The children make observations of animals and plants and explain why some things occur, and talk about changes over time. | The children explore the themes of traditional tales, using story language, sequencing events, examining character descriptions and innovating their own versions of familiar stories. | The children investigate life on, and below the waves, learning about pirates of the golden age and what life as a pirate would have been like, as well as sea creatures living in the oceans. |

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| **Enrichment Activities** | Bedtime Stories Evening (Phonics Workshop) | | Pantomime Trip  Visit to the local post box.  Family Christmas Singalong  Christmas Jumper/Dinner Day | Visit to a museum.  Lunar New Year Celebrations  Chinese Restaurant Role Play Enhancement  Visits from real life ‘superhero’ people who help us. | Egg Hatching in Class  Growing plants from seed  World Book Day  Class Sharing Assembly | Visit to the supermarket/shop  Cooking & Baking sessions | Pirate Dress Up Day  Treasure Hunt using maps  Sports Day |
| **Communication and Language**    Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time. | ***Listening, Attention and Understanding***  Children will be able to understand how to listen carefully and know why it is important.  ***Speaking***  Children will talk in front of small groups and their teacher offering their own ideas.  -Show & Tell Opportunity (in small group): “All About Me” Chatter Bag | | ***Listening, Attention and Understanding***  Children will begin to understand how and why questions.  ***Speaking***  Children will use new vocabulary throughout the day.  -Show & Tell Opportunity (in small group): My favourite story | ***Listening, Attention and Understanding***  Children will learn to ask questions to find out more.  ***Speaking***  Children will talk in sentences using conjunctions, e.g. and, because.  -Show & Tell Opportunity (in small group): My toy | ***Listening, Attention and Understanding***  Children will retell a story and follow a story without pictures or props.  ***Speaking***  Children will engage in non-fiction books and to use new vocabulary in different contexts.  -Show & Tell Opportunity: Class Sharing Assembly | ***Listening, Attention and Understanding***  Children will be able to understand a question such as who, what, where, when, why and how.  ***Speaking***  Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.  -Show & Tell Opportunity (to KS1): Presentation in Assembly | ***Listening, Attention and Understanding***  Children will be able to have conversations with adults and peers with back-and-forth exchanges.  ***Speaking***  Children will use talk in sentences using a range of tenses.  -Show & Tell Opportunity - Sports Day |
| **Early Learning Goals** | ***Listening, Attention and Understanding:*** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ***Speaking:*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | |
| **Personal, Social and Emotional Development**    Children develop their personal, social and emotional skills throughout the year through mindfulness sessions, circle times, social stories, ELSA support, diversity stories, etc. | ***Self-Regulation***  Children will be able to follow one step instructions.  Children will recognise different emotions.  Children will focus during short whole class activities.  ***Managing Self***  Children will learn to manage their toileting needs and wash their hands independently.  ***Building Relationships***  Children will seek support from adults and gain confidence to speak to peers & adults.  Jigsaw PSHE: Being Me in My World | | ***Self-Regulation***  Children will talk about how they are feeling and start to consider the feelings of others.  ***Managing Self***  Children will understand the need to have rules.  Children will learn to manage their own belongings and organise themselves at school (e.g. what to do when they arrive at school).  ***Building Relationships***  Children will begin to develop friendships.  Jigsaw PSHE: Celebrating Difference | ***Self-Regulation***  Children will be able to focus during longer whole class lessons.  ***Managing Self***  Children will begin to show resilience and perseverance in the face of a challenge.  Children will learn ways to keep themselves safe and healthy.  ***Building Relationships***  Children will be able to use taught strategies to support in turn taking.  Jigsaw PSHE: Dreams and Goals | ***Self-Regulation***  Children will identify and moderate their own feelings socially and emotionally.  ***Managing Self***  Children will develop independence when dressing and undressing.  Children will understand the importance of healthy food choices.  ***Building Relationships***  Children will listen to the ideas of other children and agree on a solution and compromise.  Jigsaw PSHE: Healthy Me | ***Self-Regulation***  Children will be able to control their emotions using a range of techniques and strategies.  ***Managing Self***  Children will manage their own basic needs independently.  Children will dress themselves independently.  Children will have some understanding of Road Safety  ***Building Relationships***  Children will learn to work as a group.  Jigsaw PSHE: Relationships | ***Self-Regulation***  Children will be able to follow instructions of three steps or more.  ***Managing Self***  Children will show a ‘can do’ attitude.  Children will learn about sun safety.  ***Building Relationships***  Children will have the confidence to communicate with adults around the school.  Jigsaw PSHE: Changing Me |
| ***Early Learning Goals*** | ***Self-Regulation:*** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.  ***Managing Self:*** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ***Building Relationships:*** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. | | | | | |
| **Physical Development**    Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Peg Talk and Squiggle While You Wiggle. | ***Gross Motor***  Children will learn to move safely and negotiate space in their new environment.  ***Fine Motor***  Children will begin to use a tripod grip when using mark making tools.  Children will undertake large scale mark making. | | ***Gross Motor***  Children will explore different ways to travel using equipment.  ***Fine Motor***  Children will accurately draw lines, circles and shapes to draw pictures. | ***Gross Motor***  Children will jump and land safely from a height.  Children will balance and climb on a variety of equipment.  ***Fine Motor***  Children will handle scissors, pencil and glue effectively. | ***Gross Motor***  Children will move safely with confidence and imagination, communicating ideas through movement.  ***Fine Motor***  Children will use cutlery appropriately. | ***Gross Motor***  Children will be able to control a ball in different ways.  ***Fine Motor***  Children will hold scissors correctly and cut out small shapes with accuracy and care. | ***Gross Motor***  Children will be able to play by the rules and develop coordination and accuracy in their movements.  ***Fine Motor***  Children will form letters correctly using a tripod grip, starting to control size and positioning on lined paper. |
| ***Early Learning Goals*** | ***Gross Motor:***Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ***Fine Motor:***Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. | | | | | |
| **Literacy** | ***Comprehension***  Children will independently look at a book, hold it the correct way and turn pages.  ***Word Reading***  Children will orally segment and blend sounds together to form words.  ***Writing***  Children will give meanings to the marks they make. | | ***Comprehension***  Children will engage and enjoy an increasing range of books.  ***Word Reading***  Children will begin to read captions and sentences.  ***Writing***  Children will form some recognisable letters. | ***Comprehension***  Children will talk about stories using recently introduced vocabulary.  ***Word Reading***  Children will recognise taught digraphs in words and blend the sounds together.  ***Writing***  Children will write words representing the sounds with a letter/letters. | ***Comprehension***  Children will be able to talk about the characters in the books they are reading.  ***Word Reading***  Children will read words containing tricky words and digraphs,  ***Writing***  Children will write labels and phrases representing the sounds with a letter(s) | ***Comprehension***  Children will retell a story using vocabulary influenced by their book.  ***Word Reading***  Children will read longer sentences containing Ph4 words and tricky words.  ***Writing***  Children will write words which are spelt phonetically. | ***Comprehension***  Children will be able to answer questions about what they have read.  ***Word Reading***  Children will read books matched to their phonics ability.  ***Writing***  Children will write simple phrases and sentences using recognisable letters. |
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| **Possible Book Focus’** | The Colour Monster  Golden Rules Series  Behaviour Matters Series  We are Family  Pumpkin Soup | | What’s in the Witch’s Kitchen  Little Glow  Dipal’s Divali  The Owl Who Was Afraid of the Dark  Owl Babies  The Christmas Story | Lost at the Toy Museum  What Was It Like in the Past: Toys  Dogger  In the Past: Toys  Real Superheros A Superhero like You Busy People Series A Superhero like Me | Pip and Egg  Jasper’s Beanstalk  Oliver’s Vegetables  The Tiny Seed  The Very Hungry Caterpillar  Tad  Tadpole’s Promise | Three Little Pigs  The Three Little Wolves and the Big Bad Pig  Goldilocks and the Three Bears  Goldilocks and Just the One Bear  The Gingerbread Man  The Gingerbread Boy | The Night Pirates  Polly Parrot wants a Pirate  The Treasure of Pirate Frank  The Rainbow Fish  Commotion in the ocean  Tiddler |
| ***Early***  ***Learning Goals*** | ***Comprehension:*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  ***Word Reading:*** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | | | | | |
| **Mathematics** | **Number**  Subitise numbers 1-5.  Counting 1-5 – cardinality, accuracy, 1:1 correspondence, finger gnosis, sequence.  Composition of numbers 1-5.  Compare amounts – more/fewer  **Numerical Patterns**  Compare amounts – more/fewer.  Compare and contrast properties of objects and use these to categorise and sort.  Use language of weight, mass, length and height to compare – e.g. heavy/light.  Recognise and recreate simple patterns.  Identify basic 2D shapes.  Know simple positional language: under, on top, next to, infront of, behind.  Use time vocabulary relating to daily routines: ‘now’, ‘next’, ‘later’, ‘after’, ‘morning’, ‘lunch’, ‘afternoon’, ‘home time’ | | | **Number**  Subitise numbers within and beyond 5.  Composition of numbers within and beyond 5.  Begin to identify parts and wholes for numbers within 5.  Counting 1-5 – cardinality, ordinality, accuracy, 1:1 correspondence, finger gnosis, sequence. Connect quantities to numerals. Order numerals 1-5. Verbally count to 10 and beyond.  Compare sets – more/fewer/equal  Connect two equal groups to doubles.  **Numerical Patterns**  Recognise odd and even number patterns  Know simple positional language: through, between, beside  Use time vocabulary relating to weekly routines: ‘today’, ‘tomorrow’, ‘yesterday’, this week, next week  Identify and name more 2D shapes, recognising their properties and using these to sort and classify.  Composes pictures from shapes.  Recognises, describes and builds repeating patterns, including extended core units.  Start to compare containers by capacity. | | **Number**  Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies.  Secure knowledge of number facts through varied practice.  Explore a range of representations of numbers, including tens frames and rekenreks.  Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.  Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2 but 4 is only a little bit more than 2.7  Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10  Start to share quantities equally.  **Numerical Patterns**  Start to recognise the counting pattern to aid counting to 20 and beyond.  Recognise, continue and ‘fix’ repeating patterns, both simple and with extended core units.  Recognises some 3D shapes and start to describe them  Uses simple units to measure and compare length, mass and capacity. Uses terms such as ‘empty’ and ‘full’.  Extend time vocabulary with developing understanding of seasons, months and days of week. Starting to talk about daily routines to include times in ‘o’clocks’.  Using timers to measure events and actions. | |
| ***Early Learning Goals*** | ***Number:*** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  ***Numerical Patterns:*** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |
| **Understanding the World** | ***History: Past and Present***  Children will know about their own family, including grandparents.  ***Geography: People, Culture and Communities***  Children will know about features of the immediate environment.  ***Science: The Natural World***  Children will understand the terms ‘same’ and ‘different’.  Children will know that leaves fall off of some trees in the autumn.  Investigation: Seasons (Collecting Evidence)  ***RE: People, Culture and Communities***  Children will know about festivals of light from different cultures and religions  Discovery RE: What makes people special?  Children will know who Jesus was. | | ***History: Past and Present***  ***Geography: People, Culture and Communities***  Children will know that people around the world have different religions.  ***Science: The Natural World***  Children will explore and ask questions about the natural world around them.  Children will know that in winter the days are shorter.  Children will know that it gets dark at night.  Children will know that some animals are nocturnal.  ***RE: People, Culture and Communities***  Children will know about festivals of light from different cultures and religions  Discovery RE: What is Christmas?  Children will know why Christians celebrate Christmas. | ***History: Past and Present***  Children will know some similarities and differences between things in the past and now.  Children will talk about the lives of people around them.  ***Geography: People, Culture and Communities***  Children will know about people who help us within the community.  ***Science: The Natural World***  Children will know some important processes and changes in the natural world, including states of matter.  ***RE: People, Culture and Communities***  Children will know that New Year is celebrated in different ways around the world.  Discovery RE: How do people celebrate? | ***History: Past and Present***  Children will talk about past and present events in their lives and how things have changed.  ***Geography: People, Culture and Communities***  Children will know some of the differences between a city and the countryside.  Children will know that weather can change with the season.  ***Science: The Natural World***  Children will make observations about plants discussing parts of a plant and what it needs to grow.  Children will know that clothing should be appropriate to the weather.  Investigation: Lifecycles (Making Observations)  ***RE: People, Culture and Communities***  Children will know why crosses, eggs and bunnies are associated with Easter.  Discovery RE: What is Easter? | ***History: Past and Present***  Children will know about the past through settings and characters.  ***Geography: People, Culture and Communities***  Children will know that people in other countries may speak different languages.  ***Science: The Natural World***  Children will make observations about animals, weather and environment, discussing similarities and differences.  Investigation: Puff Test (Making Predictions and testing them)  ***RE: People, Culture and Communities***  Children will discuss the choices of characters in stories.  Discovery RE: What can we learn from stories?  Children will know some morality tales. | ***History: Past and Present***  Children will know about the past through settings, characters and events.  ***Geography: People, Culture and Communities***  Children will know that simple symbols are used to identify features on a map.  ***Science: The Natural World***  Children will talk about features of the environment they are in and learn about the different environments.  Investigation: Floating and Sinking (Making Predictions & Recording Results)  ***RE: People, Culture and Communities***  Discovery RE: What makes places special?  Children will know that some places are special for religious reasons. |
| ***Early***  ***Learning***  ***Goals*** | ***Past and Present:*** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  ***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | |
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| Expressive Arts and Design | ***Music: Being Imaginative***  Children will know some traditional nursery rhymes.  ***Art & Design: Creating with Materials***  Children will know how to mix colours to create a secondary colour.  Children will experiment with printing techniques  **Artist Focus: Yayoi Kasuma**  **Role Play Opportunities:** Home Corner, Builders Yard, Mud Kitchen | | ***Music: Being Imaginative***  Children will know some traditional Christmas songs and perform them as a group.  ***Art & Design: Creating with Materials***  Children will explore the use of chalks, pens, pencils and paint mediums.  Children will know when to use a thin or thick paintbrush.  **DT Project: Clay Sculpture**  **Role Play Opportunities:** Celebrations at Home, Christmas Elves workshop | ***Music: Being Imaginative***  Children will know that different instruments make different sounds.  ***Art & Design: Creating with Materials***  Children will know different techniques for joining materials.  Children will know some ways of using of pastels.  Children will design their own superhero costume, selecting colours.  **DT: Investigating Materials**  **Role Play Opportunities:** Chinese Restaurant, Superhero Command Centre | ***Music: Being Imaginative***  Children will move in time to the music.  Children will comment on different styles of music and dancing.  ***Art & Design: Creating with Materials***  Children will know how to process paint using various tools to create texture.  Children will know how to shape and join materials to create collage.  **Artist Focus: Eric Carle**  **Role Play Opportunities:** Garden Centre/Farm Shop | ***Music: Being Imaginative***  Children will play an instrument following a musical pattern.  ***Art & Design: Creating with Materials***  Children will use their knowledge to make props and costumes for different role play scenarios.  Children will explore and use a variety of artistic effects to express their ideas and feelings.  **DT: Cooking**  **Role Play Opportunities:** Woodland Cottage | ***Music: Being Imaginative***  Children will know some sea shanty songs.  ***Art & Design: Creating with Materials***  Children will share their own creations, talk about their process and evaluate their work, making changes to improve them.  Children will design and build a boat that floats, using their knowledge of materials and joining techniques.  **Role Play Opportunities:** Pirate Ship Galley |
| ***Early Learning Goals*** | ***Creating with Materials:*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.  ***Being Imaginative:*** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |