

Foundation Stage Curriculum Overview

What do we do in the EYFS?

Starting Nursery and Reception is an important, exciting and sometimes scary time for our children. We do our utmost to ensure a quick and easy settling in period.

In Foundation Stage there are seven areas of learning and development. These are split into three prime areas and four specific areas.

The three PRIME areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Central to our planning and in everything we do, these three prime areas of development are paramount and encompass our daily routines throughout. The three prime areas ignite children's curiosity and enthusiasm for learning and help to develop skills in the four specific areas of learning,

The four SPECIFIC areas are:

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

We ensure fair coverage of the above specific areas throughout our topic based work.

The seven areas of learning form the curriculum for the Early Years, which we teach through interesting and exciting topics. The children's ideas and interests strongly influence the curriculum content of each topic. Our topics include:

Foundation Stage Curriculum Overview

- * Frozen
- * Me and my family
- * Summer fun
- * Mini-beasts
- * Dinosaurs
- * Where shall we go next?
 - * Superheroes
 - * Mud
 - * Catching stars (space)
 - * Let's celebrate
- * Rumble in the jungle
- * Fairies and pirates
- * Animal Adventures
 - *In the woods...

Each half term is based around one of the above topics; however mini-topics develop within each half term based on children's interests. Generally each week will be based around a weekly text, children love becoming absorbed in the book, acting out characters roles, replicating scenarios and becoming involved with story language, characters and settings, feeding and developing their imaginations.

We also embrace important celebrations throughout the year such as Harvest, Diwali, Remembrance Day, Christmas, Easter and St George's Day.

Children are wonderfully unique, so we plan challenging and supportive learning and play opportunities, while taking into account the different ways that children learn. At Beamish Primary School and Nursery, our children learn through:

- Play and exploration
- Being active
- Being creative and thinking critically

During your child's first few year with us, we will teach them to be curious about the world around them, to develop a love of learning and to be a kind and caring member of our School.

Foundation Stage Curriculum Overview

We have adapted a Forest Schools programme to suit our children's needs and for us each term we have a full week where we participate in outdoors activities visiting our forest schools areas, including the wooden lodge, pond and wildlife area.

Based on our children's interests at present, we have designed our curriculum overview to ensure it will be sure to captivate our children, enthuse them, and ultimately cover all areas of the curriculum for the following year. Please take a look below at the overview (mini-topics may change or develop as the year progresses, based on our children's interests at the time).

Foundation Stage Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Number of weeks covered:	<u>8 weeks</u>	<u>7 weeks</u>	<u>6 weeks</u>	<u>6 weeks</u>	<u>5 weeks</u>	<u>7 weeks</u>
<u>Topics</u>	'Who lives in my house?'	'How many Nursery rhymes do I know?'	'Who are the famous characters in my books?'	'Which mini-beasts will we meet in the bug hotel?'	'What will we find down at the farm?'	<i>Who will I be when I grow up</i>
<u>Books / Rhymes</u>	The great big book of families This is our house Peace at last A squash and a squeeze Goldilocks and the three bears	A range of Nursery rhymes, e.g. Humpty Dumpty, Incy Wincy Spider, Jack and Jill, Hey diddle diddle, etc Each Peach Pear Plum Oi Frog!	Elmer Rainbow fish The Gruffalo The Naughty Bus We're going on a bear hunt Stick man	The Hungry Caterpillar Norman the Snail Tadpoles Promise Spinderella The very greedy bee The lazy ladybird The disgusting sandwich	Old Macdonald had a farm Olivers Vegetables The Three Billy Goats Gruff Honey Biscuits Sam's Sandwich Farmyard Hullabaloo	<i>Use children's ideas of what they want to be to find out more about different occupations e.g. Footballer, hairdresser, florist, police, teacher, builder, dentist, shop keeper etc. Doctor Dog Fireman Sam</i>

Foundation Stage Curriculum Overview

<p><u>Special Events</u></p>	<p>You choose The three little pigs 5 fat sausages sizzling in a pan 5 little monkeys jumping on the bed</p> <p>PE coaching - down by the cool of the pool</p> <p>Forest Schools (Nuts about Autumn)</p> <p>Little land play space</p>	<p>Room on the Broom (Remembrance Day) The Nativity Story</p> <p>The Nativity</p> <p>Halloween Stay and Play</p> <p>A visit from Santa</p> <p>Life of a soldier in WW1</p>	<p>The Gingerbread Man Supertato</p> <p>A Little Bit of Winter Guess How Much I Love You in Winter (Valentines) Valentines cinema morning</p> <p>Forest School</p>	<p>Tadpoles in the nursery Looking after our very own caterpillars and watching them turn into Butterflies Monkey Puzzle - Mothering Sunday Mr Wolf's Pancakes (Pancake Day)</p> <p>The Easter Story</p>	<p><i>The scarecrows wedding</i></p> <p>Planting vegetables in our EYFS vegetable garden</p> <p>Adding to your garden each week – take it home after the end of the half</p>	<p><i>Postman Pat</i></p> <p>Forest School Stay and Play</p> <p>Sports Day</p> <p>Transitions to school</p>
------------------------------	--	--	--	--	--	---

Foundation Stage Curriculum Overview

	<p>and new resources</p> <p>Visit from a baby</p> <p>Grandparent reading sessions</p> <p>Arts week</p>		<p>Exploring snow and ice</p> <p>Building a snowman</p> <p>Celebrate Chinese New Year- Oriental Museum</p> <p>Visitor The year of the rat</p>	<p>Egg Hunt</p> <p>Easter Stay and Play</p> <p>Easter Egg competition</p>	<p>term to look after and care for</p> <p>Trip to Dobbies</p>	
<p>Curriculum Overview Coverage For Foundation Stage</p>	<p>22-36 Separates from main carer with support and encouragement from a familiar adult.</p> <p>*Expresses own preferences and interests.*</p> <p>Shows</p>	<p>22-36 Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p>	<p>22-36 Responds to the feelings and wishes of others. May form a special friendship with another child.</p> <p>30-50 Is more outgoing</p>	<p>22-36 Expresses own preferences and interests. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Shows affection and concern for people</p>	<p>22-36 Expresses own preferences and interests. Can express their own feelings such as sad, happy, cross, scared, worried.</p>	<p>22-36 Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p>

Foundation Stage Curriculum Overview

	<p>understanding and cooperates with some boundaries and routines. *Shows affection and concern for people who are special to them.</p> <p>*30-50 Can select and use activities and resources with help.*Welcomes and values praise for what they have done. *Can usually adapt behaviour to different events, social situations and changes in routine. *Demonstrates friendly behaviour,</p>	<p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>30-50 Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or</p>	<p>towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating</p>	<p>who are special to them.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>22-36 Shows interest in play with</p>	<p>Seeks out others to share experiences.</p> <p>30-50 Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>22-36 Single channelled</p>	<p>30-50 Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>22-36 Shows interest in play with sounds,</p>
--	--	--	---	--	--	---

Foundation Stage Curriculum Overview

	<p>initiating conversations and forming good relationships with peers and familiar adults.</p> <p>22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</p> <p>Listens to others one-to-one or in small groups, when conversation interests them.</p> <p>Understands ‘who’, ‘what’,</p>	<p>arrangements. Shows interest in shapes in the environment.</p> <p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. ‘What do we use to cut things?’). Builds up</p>	<p>conversations and forming good relationships with peers and familiar adults.</p> <p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, Shows interest in play with sounds, songs and rhymes. Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a</p>	<p>sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. “What do we use to cut things?’). Builds up vocabulary that reflects the breadth of their experiences.</p> <p>22-36 Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p>attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?).</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>30-50 Listens to stories with increasing</p>	<p>songs and rhymes. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses simple sentences (e.g. ‘Mummy gonna work.’).</p> <p>Beginning to use word endings (e.g. going, cats).</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as ‘under’, ‘on top’,</p>
--	--	---	--	---	--	---

Foundation Stage Curriculum Overview

	<p>'where' in simple questions (e.g. Who's that? What's that? Where is?).</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>vocabulary that reflects the breadth of their experiences.</p> <p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Drinks well without spilling.</p> <p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can usually manage washing and drying hands.</p>	<p>book.' Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</p> <p>30-50 Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by</p>	<p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Questions why things happen and gives explanations. Asks , e.g. who, what, when, how.</p> <p>22-36 Imitates drawing simple</p>	<p>'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p> <p>22-36 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with</p>
--	--	---	---	--	---	--

Foundation Stage Curriculum Overview

	<p>Beginning to understand 'why' and 'how' questions.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p> <p>22-36 Repeats words or phrases from familiar stories.</p> <p>Distinguishes between the different marks they make.</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>Distinguishes between the different marks they make.</p> <p>30-50 Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages. Sometimes gives meaning to marks as they draw and paint.</p>	<p>carrying out an action or selecting correct picture. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>22-36 Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50 Holds pencil between thumb and two fingers, no</p>	<p>22-36 Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>30-50 Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Ascribes meanings to marks that they see in different places</p> <p>22-36 Recites some number names in sequence.</p>	<p>shapes such as circles and lines.</p> <p>30-50 Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt</p>
--	---	--	--	---	--	--

Foundation Stage Curriculum Overview

	<p>30-50 Shows interest in illustrations and print in books and print in the environment.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>22-36 Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family</p> <p>Notices detailed features of</p>	<p>22-36 Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Knows that a group of things changes in quantity when something is added or taken away. Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>30-50 Shows an interest in numerals in the environment.</p>	<p>longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Understands that equipment and tools have to be used safely.</p> <p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the</p>	<p>Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows interest in shape by sustained</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>30-50 Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Ascribes meanings to marks that they</p>	<p>when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>22-36 Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meanings to</p>
--	--	--	---	--	---	--

Foundation Stage Curriculum Overview

<p>objects in their environment.</p> <p>30-50 Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>22-36 Recites some number</p>	<p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-</p>	<p>different marks they make.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p> <p>22-36 Uses some language of quantities, such as 'more' and 'a lot'.</p>	<p>construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p> <p>22-36 Learns that they have similarities and differences that connect them to, and distinguish them from, others. Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment.</p> <p>30-50 Knows some of the things that make them unique,</p>	<p>see in different places.</p> <p>22-36 Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-</p>	<p>marks that they see in different places</p> <p>22-36 Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the</p>
--	--	--	---	---	--

Foundation Stage Curriculum Overview

	<p>names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p>	<p>world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>22-36 Creates sounds by banging, shaking, tapping or blowing. Beginning</p>	<p>Begins to use the language of size.</p> <p>30-50 Compares two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>22-36 Joins in singing favourite songs. Learns that they have similarities and differences that connect</p>	<p>and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows that information can be retrieved from computers.</p> <p>22-36 Experiments with blocks, colours and marks.</p> <p>30-50 Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to</p>	<p>based events such as mealtimes or home time.</p> <p>30-50 Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Uses positional language.</p> <p>22-36 In pretend play, imitates everyday actions and events from</p>	<p>same. Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>22-36 Learns that they have similarities and differences that connect them to, and distinguish them from, others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls</p>
--	---	---	--	---	---	---

Foundation Stage Curriculum Overview

	<p>30-50 Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p> <p>*To count up to 10 objects and select correct numeral 1-10.</p>	<p>to make-believe by pretending.</p> <p>30-50 Realises tools can be used for a purpose. Uses available resources to create props to support role-play.</p>	<p>them to, and distinguish them from, others. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and</p>	<p>enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>own family and cultural background, e.g. making and drinking tea.</p> <p>Notices detailed features of objects in their environment.</p> <p>30-50 Remembers and talks about significant events in their own experiences.</p> <p>Talks about why things happen and how things work.</p>	<p>back on a friction car.</p> <p>30-50 Remembers and talks about significant events in their own experiences.</p> <p>Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over</p>
--	--	---	---	--	--	--

Foundation Stage Curriculum Overview

	<p>To take turns and share toys, understanding what is theirs, other and what is shared.</p>		<p>asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>22-36 Joins in singing favourite songs.</p> <p>30-50 Sings a few familiar songs. Beginning to move rhythmically. Imitates</p>		<p>22.36 Experiments with blocks, colours and marks. Beginning to make-believe by pretending.</p> <p>30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things. Engages in</p>	<p>time. Knows how to operate simple equipment.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>22-36 Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>30-50 Imitates movement in response to</p>
--	--	--	---	--	---	--

Foundation Stage Curriculum Overview

			movement in response to music.		imaginative role-play based on own first-hand experiences.	music. Taps out simple repeated rhythms. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed. *New beginnings – transition to reception
--	--	--	--------------------------------	--	--	--