



**CURRICULUM OVERVIEW FOR FOUNDATION STAGE- Autumn 2**  
**All About Me- Family Celebrations**



<b><u>AUTUMN TERM 2</u></b>		<b><u>Week 1</u></b>	<b><u>Week 2</u></b>	<b><u>Week 3</u></b>	<b><u>Week 4</u></b>	<b><u>Week 5</u></b>	<b><u>Week 6</u></b>	<b><u>Week 7</u></b>
<b>Weekly Focus</b>		<b>Fireworks/ Diwali</b>	<b>Fireworks/ Diwali</b>	<b>One World Week</b>	<b>Family Celebrations/ Birthdays</b>	<b>Family Celebrations/ Birthdays</b>	<b>Christmas</b>	<b>Christmas</b>
<b>Focus Text</b>	FS1	Big Book of Families	Big Book of Families	Home Sweet Home by Mia Cassany	So Much ByHelen Oxenbury	The Blue Balloon By Mick Inkpen	Dear Santa	<b>Christmas stories</b>
<b>Focus Text</b>	FS2	Room on the Broom by Julia Donaldson	Aesop's Fables- The Boy Who Cried Wolf	Home Sweet Home by Mia Cassany	So Much! by Trish Cooke	Duck Tales! (IWB)	Elves and the Shoemaker by Mara Alperin	Raggy Dolls Christmas (IWB)
<b>Important Events</b>			Friday- Children in Need	ONE WORLD WEEK		Wednesday and Thursday- Christmas Shop	Tuesday- Zebra's Nativity  Thursday- Tiger's Nativity AM Monkey's Singing AM and PM  Friday- Xmas Jumper Day	Tuesday- Carol Concert  Friday- Colonel Custard

<b><u>Communication and Language</u></b>	<b>FS1</b>	<p>Key skill- Take turns in speech and listen to others</p> <p>Introduce key worker groups (sharing news from the holidays, adult to model)</p>	<p>Take turns in speech and listen to others</p> <p>Who is in my family?</p>	<p>Take turns in speech and listen to others</p> <p>Who are my friends?</p>	<p>Describe events that have already happened</p> <p>What is a birthday and how do we celebrate birthdays?</p>	<p>Describe events that have already happened</p> <p>Discussion about different family celebrations</p>	<p>Use a wider range of vocabulary</p> <p>The Christmas story Introduce asking a question</p>	<p>Use a wider range of vocabulary</p> <p>Discussion around Christmas and family celebrations</p>
	<b>FS2</b>	<p>Use well-formed sentences that can be understood</p> <p>Discussion about what they did in the holidays (Check-in circle)</p>	<p>Describe events in detail.</p> <p>What does your family celebrate? Discussion about differences between families. (Link to Understanding the World)</p>	<p>Building their bank of words and asking meaning of new words and trying to use in context</p> <p>Class discussion on One World Week Activities- What did we try and what countries were these activities from</p>	<p>Describe events in detail.</p> <p>Class discussion on Birthdays- what month is our birthday in? (Maths Link)</p>	<p>Ask relevant questions in response to what they have heard.</p> <p>Discuss photographs of Zebras and Tigers celebrating- what are they celebrating? What is the same and what is different to their own celebrations</p>	<p>Ask relevant questions in response to what they have heard.</p> <p>Discuss Christmas and how we celebrate</p>	<p>Using most speech sounds and can be understood easily</p> <p>Nativity performance</p>

<b>Literacy</b>	<b>FS1</b>	Shows awareness of sounds and is able to make sounds  Introduce Monster Phonics groups and begin activities	Enjoys stories and can join in with repeating phrases  Stories and discussion about families- My Dad, I love my mum. I love my dad	Makes marks on paper  Mark-making- Drawing features on a friend	Makes marks on paper  Mark-making- Writing birthday party invitations	Enjoys stories and can join in with repeating phrases  Dear Santa- joins in with repeated refrains during story	Give meaning to their marks  Mark-making on Christmas cards	Enjoys an increasing range of books  Sharing and discussing Christmas stories
	<b>FS2</b>	Can segment sounds in simple words and blend them together.  Is able to engage in book talk, e.g., author, illustrator, blurb and title	Can segment sounds in simple words and blend them together.  Can say phonemes associated with a letter shape.  Phonics Outcome	Can segment sounds in simple words and blend them together.  Beginning to hear sounds at the beginning and end of words.  Labelled picture of their home	Beginning to write graphemes, with good formation.  Is able to engage in book talk, e.g., author, illustrator, blurb and title  Phonics Outcome	Beginning to write graphemes, with good formation.  Can say phonemes associated with a letter shape.  Christmas Card Inserts	Beginning to write graphemes, with good formation.  Can join in and recite familiar refrains in traditional tales and rhymes.  Write a letter to the Elves (I)	Beginning to write graphemes, with good formation.  Snow Writing (transient art)

<b>Maths</b>	<b>FS1</b>	<p>White Rose Maths &gt;&gt;&gt;&gt;</p> <p>Begin to order number names (Counting 2)</p> <p>(Count children in keyworker groups)</p> <p>Number songs and rhymes Finger numbers up to 5</p>	<p>Begin to order number names (Counting 2)</p> <p>Linked to how many children in a keyworker group</p>	<p>Show me 1,2,3 (Subitising 2)</p> <p>Recap on 'fast eyes' in order to subitise (keyworker groups)</p>	<p>Show me 1,2,3 (Subitising)</p> <p>Through continuous provision</p>	<p>Same as .. (Comparison 1)</p> <p>5 minute maths songs and rhymes</p>	<p>Show awareness of measures during play</p> <p>Relate to reindeer food, children adding ingredients and making bag empty/full</p>	<p>Begin to notice simple patterns during play</p> <p>Christmas decorations and stockings</p>
	<b>FS2</b>	<p>Children know 1 more and 1 fewer for numbers up to 5</p> <p>Different objects to compare - more than, fewer than</p>	<p>Understand the terms empty, half full and full</p> <p>Capacity Counting ordinality cardinality</p>	<p>Children can manipulate a 5 frame. Children can identify which group has more. Different amounts to compare - more than, fewer than, the same as</p>	<p>Understands that a whole number can be composed of smaller parts.</p> <p>Children explore different parts of something that together make a whole</p>	<p>Understands 1:1 correspondence to 5. Orders numbers up to 5. Part part whole composition of 3,4,5</p>	<p>Counts forwards to 10 from any given number. Recognises dice patterns up to 6</p> <p>Subitise using dominoes and tens frame.</p>	<p>Names 3D shapes (cube, cuboid, sphere, Explore 3D shape, Recognise and describe, comparison of weight</p>
<b>Understanding the world</b>	<b>FS1</b>	<p>Is beginning to talk about their lives</p> <p>Discussion about Diwali and Bonfire Night, and keeping ourselves safe</p>	<p>Is beginning to talk about their lives. Is beginning to take an interest in their peers</p> <p>Discussion about families- Who is in my family? (Photos of families)</p>	<p>Is beginning to take an interest in their peers</p> <p>Who are your friends? Activities relating to making friends</p>	<p>Is beginning to take an interest in their peers</p> <p>How do we celebrate birthdays?</p>	<p>Speak about an event which has happened in the past and discuss a future event</p> <p>Recap on family celebrations</p>	<p>Speak about an event which has happened in the past and discuss a future event</p> <p>Christmas celebrations and activities</p>	<p>Speak about an event which has happened in the past and discuss a future event</p> <p>Christmas activities</p>
	<b>FS2</b>	<p>Remembers and talks about</p>	<p>Shows an interest in the</p>	<p>Shows an interest in the</p>	<p>Use language associated with time – today,</p>	<p>Use language associated with time – today,</p>	<p>Remember and talk about significant</p>	<p>Can talk about their family</p>

		<p>significant events in their life</p> <p>Create Topic Map- what do we know about Celebrations? What do we want to know?</p> <p>(Planning depends on outcome)</p>	<p>lives of people around them</p> <p>Able to use a simple programme for ICT</p> <p>Create a Diwali inspired image using Purple Mash</p>	<p>lives of people around them</p> <p>Identify similarities and differences in different environments (Home and School.)</p> <p>Talking about their peers, how are their families the same/different</p>	<p>tomorrow, yesterday, week, month, year.</p> <p>Using Historic Home role play as a prompt- discuss differences between now and in the past.</p>	<p>tomorrow, yesterday, week, month, year.</p> <p>Using Peepo as a stimulus, discuss similarities and differences between the images in the book and their own homes</p> <p>(link to Historic home role play)</p>	<p>events in their life.</p> <p>Know some things that make them unique and different to others.</p> <p>Discuss other celebrations families celebrate and return to Topic Map- have we answered our initial questions?</p>	<p>Remember and talk about significant events in their life.</p> <p>Talk about who celebrates Christmas? What traditions do our families have?</p>
<p><b><u>Expressive arts and design</u></b></p>	<p><b>FS1</b></p>	<p>Knows some colour words – primary colours</p> <p>Links to fireworks- Colour mixing Large spatter painting</p>	<p>Use a line to enclose a space and use these shapes to represent an object</p> <p>Pen picture of their family</p>	<p>To explore and manipulate 3D materials, such as play dough.</p> <p>Activities relating To One World Week</p>	<p>Begins to use a variety of art tools such as pencil, crayons, paint and brushes</p> <p>Colour collage using a range of materials</p>	<p>Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns</p> <p>Christmas singing</p>	<p>Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns.</p> <p>Christmas singing</p>	<p>Use simple tools to shape, assemble and join materials – glue, scissors , tape.</p> <p>Christmas art activities</p>

	<b>FS2</b>	<p>Knows what an artist, illustrator, craft maker and designer is and responds to some of their work</p> <p>Colour mixing Large spatter painting, outdoors and mixing colours (Jackson Pollock) (See art planning)</p>	<p>Knows what an artist, illustrator, craft maker and designer are and responds to some of their work (art lesson).</p> <p>Art lesson 2- Jackson Pollock drip painting (Link to spatter painting)</p>	<p>Develops simple patterns by printing with objects using a range of materials</p> <p>Shape printing to be used for Calendars</p>	<p>Produces recognisable drawings of people and objects.</p> <p>Articulates what they are drawing to an adult,</p> <p>Draw family using shape prints to be used for calendars</p>	<p>Produces recognisable drawings of people and objects.</p> <p>Articulates what they are drawing to an adult.</p> <p>Painting using handwriting pattern cards as a reference</p>	<p>Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p> <p>Christmas art activities</p>	<p>Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p> <p>Christmas art activities</p>
<b><u>Physical Development</u></b>	<b>FS1</b>	<p>Put arms into coat unaided. Do up a zip to the top once started</p> <p>Focus on skills of independence, dressing self</p>	<p>Put arms into coat unaided. Do up a zip to the top once started</p> <p>Focus on skills of independence, dressing self Begin to develop control using tools. Introduce tool bench</p>	<p>Pour a drink Try different foods</p> <p>Focus on snack time</p>	<p>Pour a drink Try different foods</p> <p>Focus on snack time</p>	<p>Explores malleable materials.</p> <p>Salt dough decorations</p>	<p>Use scissors to cut paper and hold scissors correctly Christmas activities</p>	<p>Use scissors to cut paper and hold scissors correctly Christmas activities</p>
	<b>FS2</b>	<p>Can put coat on independently. Can fasten coat.</p> <p>Focus on independence skills</p>	<p>Can put coat on independently. Can fasten coat.</p> <p>Focus on independence skills</p>	<p>Can get changed and unchanged with very little support.</p> <p>Understand what P.E. is and why we do it.</p>	<p>Can get changed and unchanged with very little support.</p> <p>Understand what P.E. is and why we do it.</p>	<p>Uses malleable materials and tools with control</p> <p>Play dough decorations Tree decorations</p>	<p>Uses malleable materials and tools with control</p> <p>Play dough decorations Tree decorations</p>	<p>Uses scissors competently to cut out shapes</p> <p>Christmas Activities</p>

<b><u>Personal, Social and Emotional Development</u></b>	<b>FS1</b>	<p>Separate from carer happily</p> <p>Return into school happily</p> <p>Safety on bonfire night</p> <p>Value- Respect</p>	<p>Will have a go at all activities</p> <p>Can follow daily routines</p> <p>Activities to demonstrate growing independence</p> <p>CHILDREN IN NEED</p>	<p>Developing good relationships with key adults in school, (key worker group).</p> <p>Develops relationships with peers in school</p> <p>Discussions about friends</p>	<p>Developing good relationships with key adults in school, (key worker group).</p> <p>Develops relationships with peers in school</p> <p>Observe relationships in school</p>	<p>Take turns when playing</p> <p>Share toys</p> <p>Waits for their turn to talk</p> <p>Key worker groups and modelling taking turns</p>	<p>Take turns when playing</p> <p>Share toys</p> <p>Waits for their turn to talk</p> <p>Key worker groups and modelling taking turns</p>	<p>Enjoys being part of the wider aspect of school – assemblies, parties</p> <p>Christmas activities/ parties</p>
	<b>FS2</b>	<p>Children talk about the events in their own lives and the lives of family members.</p> <p>Children talk about ways to stay safe.</p> <p>Develops good relationships with key adults in school.</p> <p>Circle time- safety on bonfire night</p> <p>Discussion about Bonfire Night and keeping ourselves safe</p> <p>Value- Respect</p>	<p>Children know about difference between themselves and others, and among families.</p> <p>Develops relationships with peers in school.</p> <p>Discuss learning map, what they want to learn about celebrations</p> <p>Awareness of families</p> <p>Awareness of other cultures</p>	<p>Children know and name parts of the body and the senses.</p> <p>Children to label a simple body map and continue to explore the area using their senses.</p> <p>Talk about facial features when completing their portrait.</p>	<p>Children know the importance for good health of physical exercise.</p> <p>They talk about ways to keep healthy and safe.</p> <p>Weather changes- how we look after ourselves</p> <p>Keeping ourselves warm</p> <p>Wearing the right clothes for indoor and outdoor play</p>	<p>Children understand how to look after their teeth.</p> <p>Children learn how to brush their teeth correctly using real toothpaste and a toothbrush. (toothbrushing song)</p>	<p>Children understand why they need to look after their teeth.</p> <p>Children explore an area of food and drink and sort according to whether they are good for your teeth or bad for your teeth.</p>	<p>Children know about communities and traditions within their community.</p> <p>They know that other children do not always enjoy the same things and are sensitive to this.</p> <p>Children are confident to try new things.</p> <p>They are confident to speak in a small group.</p> <p>Christmas activities</p>
<b>Role Play</b>	<b>FS1</b>	Home Corner	Home Corner	Home Corner	Home Corner	Christmas Wrapping Shop	Christmas Wrapping Shop	Christmas Wrapping Shop
<b>Role Play</b>	<b>FS2</b>	Pizza Parlour	Pizza Parlour	Library	Historic Home	Christmas Post Office	Santa's Workshop	Santa's Workshop