Curriculum overview 2020/2021 Early Years Foundation Stage Henbury View First School

Below is an overview that shows what learning could look like in our foundation class. Topics will be very much led by the children’s interests and motivations as they play and learn across the year in school and may differ from those specified below as we develop our knowledge and understanding of the children in the cohort. All learning is supported by the Development Matters Statements and Early Learning Goals with a key focus on developing the characteristics of effective learning through our whole school focus on independence in learning and which are detailed below.

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|  | | Autumn Term  NB – Baseline assessment during the first six weeks of the new term | | Spring Term  Topics may vary following Autumn term observations of children’s interests and motivations | | Summer Term  Topics may vary following Spring term observations of children’s interests and motivation. | |
|  | |  | | Either spring 2 or summer 1 will incorporate a shared learning opportunity with Year 1 as part of transition. During new entrants sessions in summer 2, current cohort will have further opportunities to learn within the Year 1 environment | |  | |
| Topic title  key learning focus | | **Welcome to Henbury**  **all activities offered during these first few weeks are designed to enable children to settle in to the new environment through continuous provisions and observations of wellbeing and engagement for baseline assessment** | **The Nutcracker/It’s Christmas/**  **Grandmother Winter**  **linked to traditional stories flowing into ‘Christmas’ as part of the new setting**  **Learning about similarities and differences through a focus on how we celebrate** | **Dinosaurs Roar!/ Where in the world**  **A focus on information texts and how to find out things we want to know about**  **learning about similarities and differences in e.g. climates, animals, plants, ways of life, culture and people** | **Rhyme Time**  **based on the texts of Julia Donaldson and Axel Scheffler with a key focus on ‘rhyme’** | **to be confirmed**  **Shared learning with year 1 to support transition as appropriate** | **The Tiny Seed**  **focus on changes and transitions including how we have changed and the changes to come as we move into Year 1** |
| Hook | | digital familiar story - e.g. Goldilocks and the 3 bears (IWB) - or visual literacy with DVD  introduce class bears and mouse family and enjoy a range of linked activities to introduce the learning environment | Audiobook – The Nutcracker with a range of activities to explore the story | provocation – e.g. dinosaur eggs in the allotment area… footprints around the outdoor and indoor learning environment alongside a range of activities exploring what we already know and want to find out | woodland walk - signs that the Gruffalo may have been to visit. enjoy watching the story -  problem based learning… making a cave for him to live in | Art Day with Darrell Wakelam tbc  Immersion - range of activities based around focus of topic to be confirmed | Moors Valley trip – range of outdoors activities focus on nature and growth |
| Outcome | | photo book for every child to take home and share with parents showing some of the things they have enjoyed doing this half term | Christmas Performance with whole school ? to be reviewed as appropriate this year  *(also invite pre-school staff in to visit the children now they have settled and to share Christmas Story – review as appropriate this year – consider letters, video link etc)* | to be decided with the children but could include parent share/Teams/Zoom - use of text map and share info text along with info books we have made | make a book of rhymes and illustrations showing newly acquired sketching and watercolour skills – parent share if possible but send home rhyme book for each child | to be decided | shared learning afternoon where parents and children meet the year 1 teacher and create transition books together - tea time picnic together – if possible – alternatives may include virtual meet up using teams or Zoom |
| Trips/visitors | | Meet key people  and places … e.g. JC, HC, CE, LR storytelling times (virtual/recorded) - chat and story times | to be confirmed…  possible ideas include virtual link up with St. Nicholas Church to enjoy the Christmas story | to be confirmed… | to be confirmed  Visit/virtual visit to the Corfe Mullen Library to share some rhyming stories  Link to environment through Superworm – using the allotments on site | Darrell Wakelam - artist - 3D cardboard sculpture tbc | Moors valley trip  Invite parents/grandparents  And other community members in to share our gardening and growing |
| Key characteristics of effective learning  Playing and exploring  Active learning  Creating and thinking critically | | **Getting to know ourselves as learners**  Explore the new environment and show particular interests in learning and initiating activities across all areas of learning  Adults to observe children as learners  introduce thinking hats - red hat - feelings, intuition | **Planning our learning**  To think of ideas for activities and play  To plan and make decisions about how to approach a task, solve a problem and reach a goal.  to maintain focus on an activity for a longer period of time  yellow hat - what has gone well/what are we pleased with | **Reflection and review**  Checking how our learning is going and changing plans as needed.  Beginning to reflect on what we have done – what went well and what problems we  encountered  How could we change our learning if we did this again?  black hat - being cautious | **Reflection and review**  Checking how our learning is going and changing plans as needed.  Beginning to reflect on what we have done – what went well and what problems we encountered  How could we change our learning if we did this again?  white hat - what are the facts, what do we already know | **Trying something new**  Taking a risk, engaging in new experiences and learning by trial and error.  Persisting with an activity even though difficulties occur  Being proud of how they accomplished something – not just the end result  green hat - being creative | **Trying something new**  Taking a risk, engaging in new experiences and learning by trial and error.  Persisting with an activity even though difficulties occur  Being proud of how they accomplished something – not just the end result  blue hat - overall process - thinking about thinking - discussion and debate |
| Personal, social and emotional development  Making relationships  Self-confidence and self-awareness  Managing feelings and behaviour | | New beginnings  learn new routines, people in the setting, areas of the classroom and wider school environment  wellbeing and involvement – a sense of belonging to the new setting/team etc  hygiene and keeping ourselves healthy and safe  understanding feelings - I know what I am like when I feel happy, sad, angry, calm  Managing feelings – understanding how to express my feelings but to consider others needs too  Get to know each other games (distanced as appropriate)  Learn about circle time – games such as pass a smile, swap places, roll the ball  beginning to use ICPS (I can problem solve) to learn the language of solving problems and difficulties | Getting on and Falling out  Friendship – how to be a good friend and make a new friend  Working together – how to work with others in a group, take turns etc  Understanding feelings – I know what I am like when I feel happy, sad, angry, calm revisited  Managing feelings – understanding how to express my feelings but to consider others needs too revisited | Good to be me  Understanding our feelings, how do I feel when I am… what does my body do, look like etc.  Managing feelings, standing up for own rights,  Explore a range of feelings – happy sad excited angry, proud. Use of feelings board and tree.  Role play use of puppets | Going for Goals  Motivation  Self awareness  Value everyone’s abilities and diversity  Explore what a goal is,  Use of language  Set a goal, discuss how to work towards it and how we will know if we have reached our goal  Celebrate goals achieved | Relationships  Empathy  How to manage relationships – awareness of how what you say or do can affect others  Fairness (links to rrs fair trade?)  being kind | Changes  Focus on changes since we started in Foundation  Changes moving into year 1 – transition afternoons and working with YR 1 adults.  Transition booklets – making one for the new Foundation children to support their transition - create own booklet to take home over the holidays to support transition |
| Communication and Language  Listening and attention  Understanding  speaking | | Storytelling – Goldilocks and the three bears  talking through our play  learning about the new setting and making friends, feeling confident  learning about conversation and taking turns to talk – extending our vocabulary | developing relationships using talk and language  beginning to learn about ‘talk partners’  performance - developing confidence to speak, sing, perform (with whole school for Christmas celebrations/ virtual) | developing confidence in using language as a key part of all learning  developing our listening skills - following instructions of greater complexity | talk time : opportunities for developing language skills in small groups either child led or adult led as appropriate  using talk as part of reflection in our play and learning | developing understanding - further focus on questioning - what are questions, learning how to ask and answer questions about our learning | sharing our learning and ideas with the new Foundation children.  using our developing speaking and communication skills to share what we think is important to help them settle in to their new setting |
| Physical development  Moving and handling  Health and self-care | | Storycises  Learning about PE - safety and routines - use of hall space including some large equipment for climbing  FM - all areas of play and learning including Funky Fingers  daily mile activities – use of field and outdoor spaces to be active  learn about calming our bodies and why | Storycises  Exploring climbing apparatus  FM - all areas of play and learning including Funky Fingers  daily mile activities – use of field and outdoor spaces to be active  learn about calming our bodies and why | Storycises  Using small and large equipment  FM - all areas of play and learning including Funky Fingers  daily mile activities – use of field and outdoor spaces to be active  develop our range of ways to calm our bodies and talk about what is happening to our body e.g. heart rate, breathing, state of mind | Storycises  Dance and large scale movement  FM - all areas of play and learning including Funky Fingers  daily mile activities – use of field and outdoor spaces to be active  develop our range of ways to calm our bodies and talk about what is happening to our body e.g. heart rate, breathing, state of mind | Storycises  Team games - developing stamina and strength  FM - all areas of play and learning including  Funky Fingers  daily mile activities – use of field and outdoor spaces to be active  continue to  learn about different ways of calming our bodies and apply to range of contexts including health and wellbeing – taking time to be still | Storycises  Team games – outdoor sports - Sports Day with whole school  FM - all areas of play and learning including Funky Fingers  daily mile activities – use of field and outdoor spaces to be active – continue to  learn about different ways of calming our bodies and apply to range of contexts including health and wellbeing – taking time to be still |
| Literacy  Reading (word reading and phonics, comprehension and book behaviours)  Writing ( transcription, composition and grammar and punctuation) | | Early phonics games and begin to learn letters sounds following initial assessment  Animal/teddy bear stories  Familiar stories  Traditional story – Goldilocks and the three bears (storytelling including text map and actions)  Introduce Library time  opportunities for emergent independent writing through role play in the message centre | Read write inc - phonics, guided reading and writing sessions following continued assessment  Christmas stories- from a range of countries and cultures eg Babouska  The Nutcracker through storytelling ; listening to and following a story without props  Creating our own stories (through speech and role play)  Library time | read write inc - phonics, guided reading and writing sessions following continued assessment  information texts about dinosaurs from a range.  Harry and his bucketful of dinosaur stories as well as others including Dinosaur Roar! | RWInc continued in focused groups  Poems and rhymes  The rhyming stories of Julia Donaldson and Axel Scheffler  Creating own rhymes  Library time | story and information texts around the topic focus  Storytelling – structure of a story  Library time | Information texts - e.g. butterfly life cycle, my body, how humans change and grow  Stories of Eric Carle – the Tiny seed, the Very Hungry Caterpillar  Library time |
| Phonics through Read Write Inc. | | Following initial assessment, there will be continued teaching of phonics, reading and writing as appropriate for the cohort, developing across the year. This learning links across both reading and writing and will be supported by guided reading and writing opportunities as well as daily phonics skills sessions. | | | | | |
| Mathematics  cardinality and counting  comparison  composition  pattern  shape and space  measures  number and place value  addition and subtraction  shape and measurement | | Settling in over the first 3 weeks – what do we already know? Opportunities for introduction of range of resources inside and out as well as where do things belong (positional language).  following this – opportunities for matching and sorting, comparing amounts, size, mass and capacity, exploring pattern | representing, comparing and composition of numbers to 5  one more, one less  circles and triangles  positional language  shapes with 4 sides  a look at time | Telling the time (Tiddler) | Direction and position | Ordering and sequencing | Comparing and ordering height and capacity |
| Key skills of counting, calculation and problem solving will be developed continuously across the whole year following both the appropriate development matters statements and the Early Learning Goals and through supporting resources from NCETM and White Rose. Contexts will be play based and involve real situations and recorded learning will be through photographs as well as mark making initiated by the children. Alongside this continuous learning, other concepts will be taught and explored as appropriate. We will join the rest of the school for Figure it out Friday as appropriate through our play and in relevant contexts | | | | | | | |
| Expressive arts and design  Exploring and using media and materials  Being imaginative | | Using art equipment – exploring a range of media  Learning how to use equipment eg pencils for sketching, watercolour paints and brushes  using colours for a purpose  Exploring new songs | Christmas songs  Getting to know the orchestra through The Nutcracker (Tchaikovsky)  Exploring colour – Autumn and Winter/ warm and cool colours  making finger puppets - simple sewing using a running stitch to make a mouse from the Nutcracker story  DT – effective joins – sticky tape, glue | Performance – developing a repertoire of songs, dances and using art and music to share our ideas, views, thoughts and feelings about our learning | Illustrations of Axel Scheffler  Exploring how we can change sounds using instruments | Art day with Darrell to develop our DT skills tbc  Steady beat and rhythm  Darrell Wakelam – DT - using design and technology techniques to create pieces of artwork  Working on a large and small scale  Sewing skills – making small toy with felt | Illustrations of Eric Carle  Van Gogh’s sunflowers , Jackson Pollock action art - techniques and media eg thickening paint, using different tools to apply paint e.g. glue spreaders |
| Understanding the World  People and communities  The world  Technology | | Past and present events in their lives (new experiences) and relating these to things they have experienced before  Introduction to the UNCRC - RRS – basic rights - home, food, water, shelter, someone to care for them, play  Learning to use laptops and iPads in the classroom | Patterns and changes – Autumn into Winter  Joining in with family customs and routines (Christmas)  Wants and needs - what is the difference ?  Making our class charter  patterns and changes – Autumn into Winter | To know some of the things that make them unique  Patterns and changes - Winter into Spring  Using the digital camera and  Using the keyboard to write | look at changes - new plants, growing on the allotments…  recycling, reusing linked to Superworm (wormery and using the compost bins – CM win on waste if it is running again )  consider issues relevant to school and Corfe Mullen/global links | Focus on changes - Spring into Summer  similarities and differences in environments around the world  a look at people, cultures and traditions relevant to chosen topic – begin to know that other children don’t always enjoy the same things – RRS/ similarities and differences among communities and traditions | Patterns and changes - Summer  Changes and transitions to Year 1  thinking about ourselves - focus on how we grow, change, develop - similarities and differences |
| Children will be learning about the changes which occur with the passage of time through the seasons – through their play and experiences, they will make observations of the similarities and differences they see and will talk about the patterns and changes they explore, sometimes recording their ideas through photographs, drawings and other media such as painting and collage | | | | | | | |
| RE | | A sense of belonging – names.  Harvest and Diwali | Christmas – Are babies special? | Celebrations – including birthdays and Chinese new year | Easter – Was the garden a special place for Jesus? | being still - focus on the skills we use and benefits of ‘Mindful’ moments - the effects ‘nature’ can have eg walks in the woods, calm sitting in outdoors learning areas | Muhammad and the ants  Buddha and the Bodhi tree  art in nature - use clay to make small creatures outdoors, place them around the school outdoors for others to enjoy |
| Problem Based Learning | Lost Bears! A first look at the process of Problem based learning – learning with a partner | if possible, Joint PBL with KS1 related to Christmas To be confirmed  Exploring the roles of resources and fairness managers – learning in a group | Reviewing roles and learning in a small group | Link to RRS - recycled materials - local or global issues | PBL with year 1 –as part of our shared learning topic as appropriate | Link to transition – how can we let the Year 1 teacher know about us and what we like to learn about?  Ways to welcome the new cohort of children in to the foundation class |
| *SMSC - RRS and PSED* | *Class charter*  *Rights and responsibilities*  *Basic rights - begin to explore what our basic needs are and how the UNCRC helps us to have these met.*  *consider how we would like the people in our class to behave - focus on Respect for everyone and everything around us*  *whole school learning week tbc - celebrating 50 years of the UNCRC* | *Consider Articles: 1 2 3 12 24 28 29 30 and 31*  *What do these mean to us - key focus on 1 and 2 - that every child has these rights and we all need to ensure Respect so that they can be met for everyone* | *Review foundation charter, playtime charter.*  *consider our wider school community and begin to think about the wider world - use texts to support - eg 10 ways I can make the world a better place* | *Fairtrade - Link to our learning about Easter (RE) - how do we celebrate Easter - traditions of hot cross buns and chocolate Easter Eggs - the story of chocolate (with Charlie and Lola - Fairtrade)* | *Review charter*  *Understanding wants and needs - what is the difference between these*  *explore basic needs further including how other children have these needs met across the world - water, food, homes, play, learning* | *Reflect on our learning – create info for new intake around choices, rights and responsibilties*  *Reflection on all the Articles we have studied over the year - create class booklet to take to Year 1 showing what we understand by the Articles : 1, 2, 3, 4, 12, 13, 17, 24, 27, 28, 29, 30, 31, 42* |

In Foundation the first few weeks in the first half term, learning is planned to enable us to find out what the children enjoy, are interested in and already know through activities that allow them to explore the setting. Aall learning is designed to enable adults in the setting to make ongoing observations ready to inform a Baseline Assessment to determine on entry points for the cohort and also the planning of next steps for this group of children.

Across the year, learning is linked to the Development Matters Statements and Early Learning Goals as detailed in the Development Matters in the  
Early Years Foundation Stage (EYFS) document. All assessments made across the year lead toward the summative assessment at the end of the Foundation Stage through the Early Years Foundation Stage Profile. The Characteristics of Effective Learning are at the heart of all learning in the Foundation Stage and are detailed below.

Characteristics of Effective Learning

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| **Playing and Exploring** | **Active Learning** | **Creating and thinking critically** |
| Finding out and exploring What areas / activities are they drawn to?Do they prefer to work in a group / alone?Do they initiate activities themselves or join in an existing one with a group?Do they think aloud describing what they do? | Being involved and concentrating Do the children keep focused on a self-initiated activity for a long period of time?Are they concentrating and involved in the activity without being distracted?Do they show care with what they’re doing?Do they demonstrate concentration through silence or thinking aloud? | Having their own ideas Do they try something different rather than follow what someone else has done?Do they address a problem with a strategy?Retaining independence – not asking for support even if it takes longer to achieve the outcome |
| Using what they know in their play In play do they draw on experiences from home / outside school?Do they act out situations in the role play area?Are they confident in finding tools, materials and resources they need for a particular project or idea? | Keeping on trying Do children show persistence – not giving up even if it means starting again?Do they ask for help / support if they need it?Do they discuss solutions for challenges with peers / adults or work things through themselves? | Using what they already know to learn new things Do they understand patterns and predictability of events?Talks about / explains how their process links to a previous experienceDo they draw upon knowledge or experiences not immediately related to their activity? |
| Being willing to have a go Levels of persistence – do they give up at first hurdle or keep trying?Are they eager to try new ideas or do they stay with what they are familiar with?Are they able to talk about / review what they’ve done if things haven’t worked?Do they work best with continual support or prefer to get on with activities themselves? | Enjoying achieving what they set out to do Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?Do they relish challenges and continually try to make things better?Do they evaluate themselves and try different things as a result?Are they ‘intrinsically motivated’- achieving things for themselves as opposed to adult praise? | Choosing ways to do things and finding new ways Are they confident in using a ‘trial; and error’ approach and talking about why some things do / don’t workChoosing different ways of approaching activities and adapting if it doesn’t work |

Characteristics of Effective Learning

Henbury View First School - Foundation Class

At Henbury in our Foundation class, these characteristics of learning will be explored across all areas of development and all aspects of play, teaching and learning, whether adult led or child initiated. During each day, children will experience some adult led, directly taught sessions linked to specific areas of their learning and development, objective led learning opportunities along with opportunities to access continuous provision and self directed/child initiated tasks. Children will begin to understand the process of ‘plan, do and review’ (PDR) and will explore the meaning of the 5 R’s - reciprocity, responsibility, reflection, resourcefulness and reasoning. They will begin to learn about different purposes of thinking and will take a look at Edward DeBono’s ‘Thinking Hats’ - using the different coloured hats to focus on specific aspects of the thinking process, especially when planning or reflecting on their play and learning. There will be opportunities to learn as an individual, with a partner, as part of a small group, as part of the whole class and on occasions as part of the wider school community for example during whole school enrichment activities. All of these opportunities will be linked to the relevant articles of the UNCRC - including Article 28 - the right to an education and Article 29 - that that education should develop every child’s personality, talents and abilities to the full, whilst encouraging a child’s respect for others rights, cultures and environments.

Children will be encouraged to treat everyone in our community with respect and to respect each other’s rights in all areas of learning and development. They will learn how to think creatively through a range of ‘learning to think’ situations. There will be opportunities to explore ways to interact with others, listening to what others say and taking account of what they hear, relating this to their learning as well as learning how to use these ideas to collaboratively develop their ideas.

Adults in the setting will regularly observe children, sometimes through involvement in the play and learning activities and sometimes through standing back, watching, listening and noting what is happening as part of the assessment and planning cycle. There will be opportunities for formative assessment, assessment **for** their learning, helping children to explore what they already know and can do and what they need to learn next as well as summative assessment, assessment **of** their learning, showing the adults where gaps and strengths in learning are, feeding back into planning both new learning and any necessary changes in the learning environment.

The characteristics of effective learning are at the centre of the opportunities and environment in the Foundation classroom with children learning how to learn. Some of this will be explicitly taught through, for example, PDR sessions, perhaps through adults modelling the thinking, doing and reflecting processes and highlighting skills which show reciprocity, responsibility, reflection, resourcefulness and resilience along with respect for everyone in our community.