Year Group: Foundation Stage Curriculum Planning Advent 1 2024 Teachers: Nursery KA/CA/NB Reception ES/MB/NH

Personal social and emotional development

To select activities and resources with help when needed.

To play with other children extending play ideas.
To increasingly follow rules and understand why they are important.

To independently meet their own care needs.

To see themselves as a valuable individual.

To build constructive and respectful relationships.

To show resilience in the face of challenge.

SCARF: Me and my relationships and valuing

difference.

RSHE: Handmade with love.

Communication and Language

To enjoy listening to longer stories, to remember and talk about what happens.

To use a wider range of vocabulary.

To sing a large repertoire of songs.

To use talk to express their point of view.

To understand how to listen carefully and why listening is important.

To articulate thoughts and ideas in well-formed sentences. To know that print has different purposes. Daily phonics, rhymes and stories.

Literacy

To engage in extended conversations about stories, learning new vocabulary. To learn rhymes and poems.

To write some or all of their name.

To write some letters accurately.

To understand the key concepts about print.

To say sounds for some letters.

To write simple words

Physical Development

Introduction to PE (1) To move safely and sensibly in a space with consideration of others and stopping with control. To use equipment safely and responsibly. To use different travelling actions. To be increasingly independent as they get dressed and undressed.

Ball Skills To develop rolling a ball to a target & stopping a rolling ball. To develop bouncing and catching a ball and dribbling & kicking a ball with feet. To develop throwing & catching a ball. To develop small motor skills to use a range of tools competently.

Religious Education

Myself

To **recognise** the importance of my own name. To **talk about** the people in my family. To **recognise** God loves me. To know I am precious and unique.

Welcome

To **recognise** different ways to make people feel welcome.

To **talk about** how important a new baby is. To **recognise** key actions & people in a Baptism. To visit our local church.

CENTRALTHEMES

Ourselves.
Homes.
Our locality.

MFI

- *To learn simple greetings and introductions in French.
- *To learn words for

different parts of the body.

- *To count to 5 in French.
- * To join in with the singing of French songs.

Understanding the world.

Ourselves. To talk about what they see using a range vocabulary. To understand the key features of the life cycle of a human. To use own senses. To understand how to take care and show respect. Light & Dark. To explore the natural world around them. To see how things work. To know about sources of light. To continue developing positive attitudes about the differences between people. To talk about members of their immediate family and community. To name and describe people who are familiar to them. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

To take part in simple pretend play, using an object to represent something else even though they are not similar. (Home corner)

To begin to develop complex stories using small world equipment like dolls and dolls houses, etc. To explore different materials freely, to develop their ideas about how to use them and what to make. To explore making marks with different materials. To draw with increasing complexity and detail, such as representing a face with a circle and including details. To express their own self-image through art. To explore, use and refine a variety of artistic effects to express their ideas and feelings.

Mathematics

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

To recite numbers past 5. To make comparisons relating to size. To talk about and identify patterns around them. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). To experiment with their own symbols and marks as well as numerals. Talk about and explore 2D shapes. Number Match and sort & compare amounts. Representing 1, 2 and 3. Comparing 1, 2 and 3. Composition of 1, 2 and 3. Representing numbers to 5. One more and one less. Measure, shape and spatial thinking. Compare size, mass and capacity. Exploring pattern. Circles and triangles. Positional language. Shapes with four sides. Time