

### **Personal, Social & Emotional Development:**

Helping children to develop high self esteem and positive relationships with both adults and peers.

Developing the ability to find and use resources independently and understand the need to care for them.

Helping children to make informed choices and initiate their own learning.

Developing an awareness of, and respect for, the variety of belief, language and culture in our society.

Have an awareness of boundaries set and behavioural expectations within the setting

Developing and reinforcing sharing and turn-taking skills



MARLBOROUGH PRIMARY & NURSERY SCHOOL

## **FOUNDATION STAGE**

### **Year R**

#### **CURRICULUM OUTLINE**

**Spring TERM 2009**

### **Problem Solving Reasoning & Mathematics:**

Saying and using number names in order and in familiar contexts (on buses, house numbers)

Ordering numbers up to 10 and begin to count beyond 10.

Counting in 2's, 5's and 10's. Adding and subtracting numbers

Comparing 2 sets of objects saying what is more or less.

Showing an awareness of shape in the environment and recognise 2D and some 3D shapes (food packaging, road signs, buildings). Talking about, recognising and recreating simple patterns (colour patterns, shape patterns)

Using language such as big and little, greater, smaller, heavier or lighter, more or less to compare quantities.

Showing an awareness of 1p, 2p, 5p and 10p coins.

Encouraging children to employ own methods for problem solving.

### **Physical Development:**

Improving the quality of movements when using ride-on toys, bikes, slides, climbing frames during outdoor play.

Experimenting with different ways of moving rolling, crawling on tip toes, running, skipping, walking, hopping)

Helping children to coordinate different parts of the body to develop control when travelling on, over and under various large apparatus. Developing an awareness of space and others.

Moving in response to rhythm, music and story.

Developing emergent writing skills and fine motor co-ordination, through various activities including painting, cutting, drawing, dough, colouring and mark making activities, construction activities and puzzles.

### **Communication, Language & Literacy:**

Developing imagination through story, books, role play, poems, songs and rhymes.

Having the confidence to communicate and interact with adults and peers taking turns in conversation.

Recognising letters and sounds. To talk about familiar stories discussing characters and plots.

Re-telling stories drawing on the repetitive language patterns of books and anticipate what might happen next.

Having the confidence to write for different purposes (letters, lists, envelopes). Using a pencil to form recognisable letters, most of which are correctly formed and attempt to write words.

Applying sounds when writing simple sentences

Continuing a rhyming string (cat, bat, sat)

Recognising high frequency words

### **Knowledge & Understanding of the World:**

Comparing clothes that the children wore when they were babies to those that they were now.

Comparing clothes from different cultures.

Describing the different properties of clothes.

Looking at different uniforms such as fire officers, police officers and nurses.

Planting their own vegetable and to show awareness of change as they grow.

Asking questions about where they live and their natural world.

Asking questions about why things happen & how things work.

### **Creative Development:**

Describing the texture of things. Using bodies to explore texture and space. Exploring what happens when colours are mixed. Making constructions, collages, paintings, and drawings.

Using ideas involving fitting and overlapping.

Choosing particular colours to use for a purpose.

Showing an interest in the way musical instruments sound and how these sounds can sometimes change.

Responding to sound with body movement.

Participating with dance and ring games.

Tapping out simple repeated rhythms and make some up.

Exploring and learning how sounds can be changed.

Imitating and creating movement in response to music.

Exploring the different sounds of instrument.

### **Information & Communication Technology:**

Working on a computer/IWB both individually and learning to share it with a partner.

Playing simple games on the computer to develop early mouse skills

Listening to picture book stories on the computer and interactive whiteboard.

Instructing a programmable toy.

### **Religious Education:**

Expressing feelings about a significant personal event.

Gaining an awareness of the cultures and beliefs of themselves and others.

### **Reminders:**

- Books will be changed on a Monday, Wednesday and Friday.
- Bingo sounds/words should be returned to school **daily** in your child's book bag.
- Please comment/tick in your child's reading record so we know how they are reading with you at home.
- Please ensure that everything belonging to your child is named.

**Thank you for your support.**