

# Foundation Stage 1 Curriculum overview for parents/carers

Summer Term 1



QUEENSMEAD PRIMARY ACADEMY

## Literacy

- \* Continue learning to recognise their own & others' names, & other familiar words & logos around them.
- \* Continue to practise writing their own name and begin to write other letters and simple words, as well as making marks at every opportunity.
- \* Notice print in books and around them.
- \* Be encouraged to listen for words beginning with different initial sounds, & blend sounds they hear to make simple words.
- \* Be able to spot and suggest rhymes.
- \* Count or clap syllables in a word.

## Personal, Social & Emotional Development

### All about me, my relationships & new beginnings

- \* Be encouraged to initiate play with others, chat confidently to children and adults & widen friendship groups.
- \* Develop their sense of their local community.
- \* Begin to take more responsibility for classroom equipment & their own clothing & belongings.
- \* Continue to practise turn-taking in a range of activities.
- \* Talk with others to solve conflicts.
- \* Talk about feelings through stories and discussions.

## Mathematics

- \* Continue to count on a daily basis, at snack times, during registration & in number focus groups.
- \* Count things they can't see e.g claps, jumps.
- \* Use number names and some simple number language in their group work : 'more', 'fewer'.
- \* Begin to solve simple number problems at snack times and in number groups.
- \* Build with and talk about 2D and 3D shapes, using some descriptive language.
- \* Be encouraged to respond to and use some simple positional language, such as under, on top, behind, in.

## Physical Development

- \* Continue to have opportunities to explore the large climbing equipment in the outdoor area
- \* Have opportunities to build their own obstacle courses, and experiment with different ways of travelling.
- \* Handle and use small equipment and tools, such as scissors, glue sticks, pegs and tweezers, and materials such as playdough.
- \* Experiment with mark-making, using pencils, crayons, paints, chalks and whiteboard pens for a variety of reasons within the curriculum.
- \* Begin to make healthy food and drink choices.
- \* Be encouraged to become more independent with their own self-care, such as using the toilet, dressing & undressing: including putting on coats, & doing up own zip.

## Get Growing!

This title will provide the stimulus for your child's integrated Foundation Stage Curriculum this term. They will be able to play and explore, take part in active learning, create and think critically.

These are the objectives that your child will be working on.

## Expressive Arts & Design

- \* Continue to learn a range of rhymes & songs.
- \* Listen to, move to and make music with a range of instruments.
- \* Listen carefully to and tap out a range of simple rhythms & keep the beat.
- \* Explore and investigate working with a variety of media, tools and construction.
- \* Create their own models using a wide range of materials & textures.
- \* Explore pattern, texture and colour-mixing.
- \* Make up own stories using small world toys.

## Communication and Language

- \* To further develop speaking & listening skills in small group & whole- class settings through answering questions and taking turns to talk about their experiences.
- \* To use a wider range of vocabulary.
- \* To use props and role-play resources to re-tell and act out familiar stories.
- \* Continue to take part in daily phonics sessions.
- \* To have daily opportunities to listen to and follow instructions to complete a variety of activities.
- \* Be encouraged to respond to a two part instruction and to understand 'why' questions.
- \* To listen and respond to some longer stories & information texts.

## Understanding the World

- \* Be encouraged to talk about own friends & family; their traditions: & to learn about special times for others.
- \* To look at our local environment & learn how to look after it.
- \* To look closely for signs of spring, including plant and tree growth.
- \* To plant seeds and talk about their growth as the children look after them.
- \* To explore and talk about a range of different materials, including how some materials may change.
- \* To be aware of some other countries.

## Learning to share with your child at home

**\*Below are a number of activities that both you and your child could enjoy together allowing them to consolidate their learning by enforcing links between the classroom and the outside world.**

- Share a book with your child daily, making it a fun and special time. Encourage your child to tell you something they remember about the story.
- Encourage your child to look for numbers when you are out and about, e.g house numbers, numbers on buses.
- Provide regular opportunities for your child to count e.g when selecting sweets or biscuits, or counting steps when going upstairs.
- Ask your child to share out toys, coins, sweets and ask them who has more and who has fewer and how they could make them the same.
- Encourage your child to make marks at every opportunity e.g by drawing a picture for a friend, writing their name in a birthday card, helping you with a shopping list, using chalks to draw on the path outside.
- Talk to your child about their school session – use the Click and Chat cards as a stimulus for them to tell you what they did.
- Encourage your child to recognise and write their name at every opportunity e.g write it on a card and on their drawings.

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## HOME LEARNING SUMMER TERM FOCUS - LITERACY

- Read a range of both story and information books, talking about them with your child and asking simple questions about what you have read.
- Listen for words beginning with the same sound – play simple games e.g ‘I spy’, or ‘Kim’s game’, focusing on collections of objects beginning with the same sound, then encourage them to distinguish between different initial sounds.
- Recite / sing a range of simple rhymes or read rhyming stories, missing out the final word & asking your child to predict the word, based on the rhyming pattern.
- Play a simple ‘Simon says’ game, e.g ‘Simon says tap your h-ea-d’, to support your child with simple oral blending.

### Dates for your diary:

Look out for news about our farm trip in June – information to follow shortly!



**Keep a lookout for...**

**‘Click and Chat’ cards in your  
child’s book bags.**

## **A LIST OF USEFUL WEBSITES FOR YOU TO USE AT HOME**

### **Communication & Language/Literacy**

<https://www.topmarks.co.uk/english-games/3-5-years/stories-and-rhymes> A selection of animated stories and nursery rhymes, some including interactive games.

[http://www.lancsngfl.ac.uk/curriculum/literacy/lit\\_site/html/earlyyears/soundgames/soundgames.htm](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/earlyyears/soundgames/soundgames.htm) A great listening game for children to try & distinguish between different sounds within the home.

[www.starfall.com](http://www.starfall.com) A great selection of literacy-based activities, including sections on nursery rhymes and action songs.

### **Maths**

<https://www.topmarks.co.uk/maths-games/3-5-years/counting> A collection of interactive counting and number recognition games, using numbers up to 5 or 10.

<https://www.bbc.co.uk/cbeebies/topics/numeracy> A collection of counting and number recognition games. See also 'Number blocks' section for ideas on how to help your child with early Maths at home.

[http://www.familylearning.org.uk/counting\\_games.html](http://www.familylearning.org.uk/counting_games.html) A selection of simple number games involving counting and ordering numbers to 5 or 10.

### **General**

<http://www.crickweb.co.uk/Early-Years.html> A large selection of fun interactive games aimed at 3-5 year olds.

<https://www.bbc.co.uk/cbeebies> A huge collection of stories, games, topics and clips for 3-5 year olds.

<http://www.queensmead.net/> - The school official website.