



Foundation Stage Cornerstones Curriculum Overview – *Engage, develop, innovate, express!*

Autumn 2	<p><u>All about me...</u></p> <p><i>In our first half term we will be getting to know our classroom routine and meeting new friends. We will be getting to know our Key Workers and the children in our groups- the 'Sunshines' and 'Rainbows'.</i></p> <p><i>We will begin to explore the outdoor area and learn how to use the area safely.</i></p> <p><i>We will talk about our families and our homes. We will be getting to know our local area and visiting church.</i></p> <p><i>We will begin to understand that we belong to the St. Andrew's school community.</i></p>		Prime areas of learning	
		<p>Communication & language</p>	<p>Understand how to listen carefully and why listening is important. Develop social phrases. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Engage in story times.</p> <p>Use new vocabulary through the day.</p>	
		<p>Personal, social and emotional development</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	
		<p>Physical development</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	



		Specific areas of learning	Literacy	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name</p>
			Maths	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5</p>
			Understanding the world	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>

			<p>Expressive arts & design</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
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