
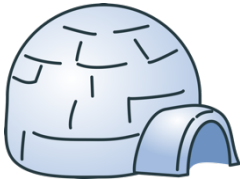




## Foundation Stage Cornerstones Curriculum Overview – *Engage, develop, innovate, express!*

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|----------|--|-------------------------|---|--|
| Spring 1 | <b>Frozen Planet</b><br><br><br>The children will explore winter, snow and ice. We will use the local environment to investigate the changing weather and begin to make links with temperature and ice. They will find out about environments and animals in frozen lands, learning about penguins, polar bears and a | Prime areas of learning |   |  |
|          |  |                         | <b>Communication &amp; language</b>               | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;<br>Make comments about what they have heard and ask questions to clarify their understanding;<br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.                    |
|          |  |                         | <b>Personal, social and emotional development</b> | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;<br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;<br>Work and play cooperatively and take turns with others. |
|          |  |                         | <b>Physical development</b>                       | Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination when playing;<br>Use a range of small tools, including scissors, paint brushes and cutlery.  |

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|  | <p><b>range of other animals.</b><br/> <b>We will learn some facts about these animals and begin to understand that we can find information in books and on the internet. We will think about how to keep ourselves safe and warm in winter.</b></p>  | <p><b>Specific areas of learning</b></p> | <p><b>Literacy</b></p>                     | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;<br/>         Anticipate – where appropriate – key events in stories;<br/>         Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>         Read words consistent with their phonic knowledge by sound-blending;<br/>         Write recognisable letters, most of which are correctly formed.</p> |
|  |  |  | <p><b>Maths</b></p>                        | <p>Have a deep understanding of number to 10, including the composition of each number;<br/>         Subitise (recognise quantities without counting) up to 5;<br/>         Verbally count beyond 20, recognising the pattern of the counting system;<br/>         Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>   |
|  |  |  | <p><b>Understanding the world</b></p>      | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>         Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;<br/>         Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>                         |
|  |  |  | <p><b>Expressive arts &amp; design</b></p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br/>         Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>   |