

Foundation Stage 1: Literacy Curriculum Overview

| Development Matters: | | | | | |
|---|---|--|--|---|--|
| Reading: Understand the five key concepts about print: <ul style="list-style-type: none"> • 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 Engage in extended conversations about stories, learning new vocabulary. | | Phonics: Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother | | Writing: 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Parents in school: Sharing stories with children (reading) | Parents in school: Christmas crafts, songs and poems (oracy) | Parents in school: Sharing stories with children (reading) | Parents in school: Sharing stories with children (reading) | Parents in school: Sharing stories with children (reading) | Parents in school: Sharing stories with children (reading) |
| Relevant events: | Relevant events: Bonfire Night - create firework | Relevant events: | Relevant events: | Relevant events: | Relevant events: |

| <p>Black History Month - focus on reading books by black authors and with black characters (reading)</p> <p>Diwali - read Lighting a Lamp (reading)</p> | <p>pictures (mark making)</p> <p>Remembrance Day - create poppies (mark making)</p> | <p>Lunar New Year - create and decorate lanterns (mark making) and read book Lunar New Year (reading)</p> | <p>Ramadan - read book Ramadan (reading)</p> <p>World Book Day - lots of reading of books (reading)</p> <p>Mother's Day - create mother's day cards (mark making)</p> <p>Eid-Al Fitr - read My Most Exciting Eid (reading)</p> <p>Easter - decorate eggs (mark making)</p> | | <p>Father's Day - create father's day cards (mark making)</p> <p>Growing cress - decorate pot (mark making)</p> |
|---|---|---|--|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| In the first half-term we focus on Little Wandle Foundations for Phonics - Rhyme Time. | Alongside a continuation of Little Wandle Foundations for Phonics - Rhyme Time, we will | We will continue teaching both Little Wandle Foundations for Phonics - Rhyme Time and Little | We will continue teaching both Little Wandle Foundations for Phonics - Rhyme Time and Little | We will continue teaching both Little Wandle Foundations for Phonics - Rhyme Time and Little | We will continue teaching both Little Wandle Foundations for Phonics - Rhyme Time and Little |

| | | | | | |
|---|---|---|---|---|--|
| <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <p>The children will learn a wide variety of rhymes and songs throughout the year as part of the above phonics activities, circle times and as part of their maths activities.</p> | <p>begin teaching Little Wandle Foundations for Phonics - Tuning into Sounds.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <ul style="list-style-type: none"> - Learn phonemes - Practise phonemes - Blend phonemes <p>Introducing phonemes: s a t p i n m</p> | <p>Wandle Foundations for Phonics - Tuning into Sounds.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <ul style="list-style-type: none"> - Learn phonemes - Practise phonemes - Blend phonemes <p>Introducing phonemes: d g o c k e</p> | <p>Wandle Foundations for Phonics - Tuning into Sounds.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <ul style="list-style-type: none"> - Learn phonemes - Practise phonemes - Blend phonemes <p>Introducing phonemes: u r h b f</p> | <p>Wandle Foundations for Phonics - Tuning into Sounds.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <ul style="list-style-type: none"> - Learn phonemes - Practise phonemes - Blend phonemes <p>Introducing phonemes: l j v w y z</p> | <p>Wandle Foundations for Phonics - Tuning into Sounds.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Listening - Syllables - Rhyming - Alliteration - Sound <p>Knowledge</p> <ul style="list-style-type: none"> - Learn phonemes - Practise phonemes - Blend phonemes <p>Introducing phonemes: qu ch ck x sh th ng nk</p> |
| <p>Poems:</p> <p>Chop Chop Cup of Tea Leaves are Falling</p> | <p>Poems:</p> <p>Carrot Nose I Can Build a Snowman</p> | <p>Poems:</p> <p>Breezy Weather Pitter Patter</p> | <p>Poems:</p> <p>Pancakes Stepping Stones</p> | <p>Poems:</p> <p>A Little Seed Hungry Birdies</p> | <p>Poems:</p> <p>Five Little Peas A Little Shell</p> |
| Some of the songs learnt over the year: | | | | | |

- A wide variety of nursery rhymes and number songs
- Silly Green Frog (physical development of muscles needed for forming sounds)
- Little Red Crab (physical development - coordination)
- Tiny Tim the Turtle (Makaton)
- A Penguin Home for Tea (physical development - coordination)
- Fruit Salad (creating own verses)
- Mr Kippity Kay (creating own verses, rhythm and physical patterns)

Christmas Songs:

- Twinkle Twinkle Christmas Star
- I'm a Little Snowman
- 9 Little Reindeer
- Jingle Bells
- We Wish You a Merry Christmas

Writing throughout the year in nursery:

Before children learn to write, they first need the physical skills to be able to hold a pencil comfortably and manipulate it successfully and accurately. In nursery, we focus on ensuring children have a wide variety of opportunities, both inside and out, to develop these physical skills. In addition to through the continuous provision, we also teach physical skills in our circle times and group activities, for example Squiggle Whilst you Wiggle, Dough Disco, Flipper Flappers, a variety of action songs and Story Dough.

We encourage the children to engage in mark-making opportunities and then drawing when they are physically ready and in a medium of their choosing. We provide opportunities for larger mark making activities, such as chunky chalks and water with large paint brushes, on the EYFS yard. We also regularly have large rolls of paper or flattened cardboard on the floor of the classroom for children to draw on. These opportunities allow children sit or lay in different positions that are comfortable to them. They also support

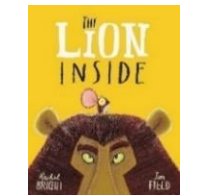
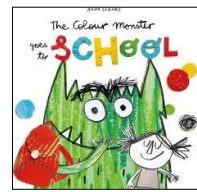
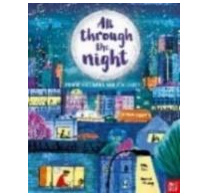
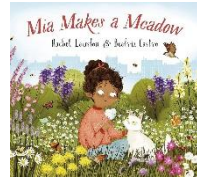
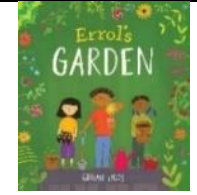
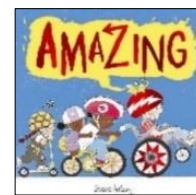
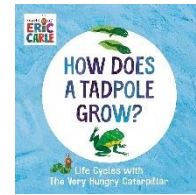
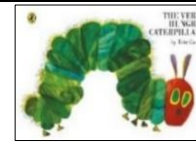
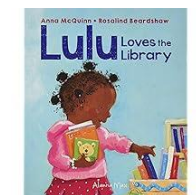
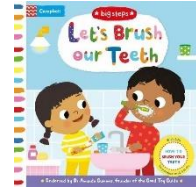
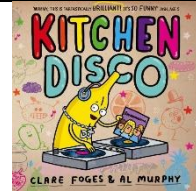
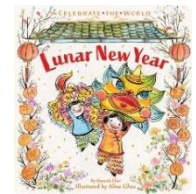
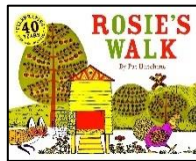
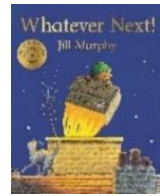
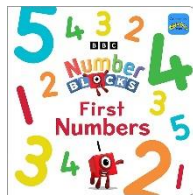
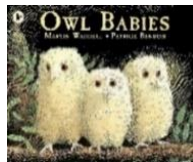
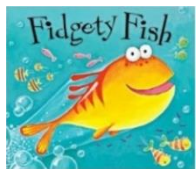
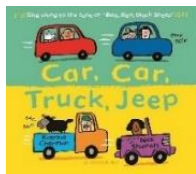
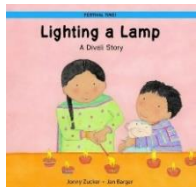
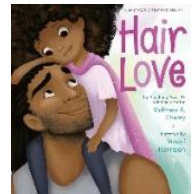
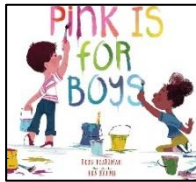
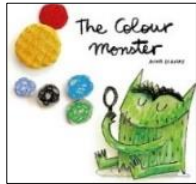
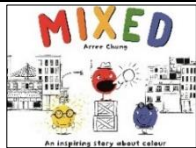
the development of their arm and core muscles, which are needed for sitting and drawing at a table comfortably and accurately.

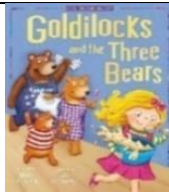
For those children who are ready, we have opportunities for mark-making using fine motor skills. We provide a variety of resources, which we rotate, in our writing area as well as our creative area, such as pastils, paint sticks, pens, pencils, whiteboard pens and boards, poster paints or water colours and fine paintbrushes.

Focusing on developing physical skills, mark-making and drawing enables us to ensure children are able to form letters accurately when they are ready to learn to write, rather than learning to write before they are physically ready and consequently developing 'bad habits' with regards to their letter formation, which will later impact their handwriting, writing speed, the quantity they are able to write and potentially their confidence writing.

We support children with their physical skills development and writing progression on an individual basis, working with them where they are at in their development and taking into account any additional needs with how we support and encourage the children. We consider the children's interests when providing mark making opportunities, particularly with our more reluctant 'writers' and provide unusual mark making opportunities as needed to spark their interest, such as marble painting, painting with car wheels, printing and LCD writing tablets.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|-------------------------------------|--------------------------|--------------------------------|-----------------------------|---|
| Topic/Theme: Ourselves | Topic/Theme: Changing Seasons | Topic/Theme: Journeys | Topic/Theme: Healthy Living | Topic/Theme: Life Cycles | Topic/Theme: Planting and Growing |
| The following are some of the books we will read as part of our Literacy, Maths and Topic teaching within each half-term: | | | | | |



| | | | | | |
|---|--|--|--|---|--|
|   |    |    |    |    |    |
| Autumn Term | | Spring Term | | Summer Term | |
| The stories we will focus on as part of our reading teaching this term will include: The Colour Monster by Anna Llenas. This book links well to our maths learning on colours at the start of Autumn 1. As part of our learning on colours we also read Mixed and Pink is for Boys. We read this book when introducing the Zones of Emotional Regulation and to support teaching | | The stories we will focus on as part of our reading teaching this term will include: We're Going on a Bear Hunt by Michael Rosen. This book links well with our Little Wandle Foundations for Phonics - Rhyme Time teaching of rhythm and onomatopoeia. We will also look at the structure of the book within our topic on journeys and compare it to our other books linked to our | | The stories we will focus on as part of our reading teaching this term will include: The Very Hungry Caterpillar by Eric Carle. The books links to our topic on life cycles. We will read it alongside learning about the life cycle of a butterfly with real caterpillars in the classroom. The children will be provided with a wide range of different fruits to try, including | |

| | | |
|---|---|---|
| <p>about emotions generally. We teach children what emotions are, how they feel, what face expressions tell us someone may be feeling a particular emotion. We emphasise that no emotion is bad/negative. We teach that it is healthy to feel different emotions in different situations. We also teach children that certain reactions and behaviours as a response to those emotions are acceptable or unacceptable and we teach strategies to support regulation of emotions. We have Colour Monster soft toys, which we use when reading the story and are available to the children in the reading area for them to use. Later in the year, we will read Colour Monster goes to School to support transition into reception.</p> <p>Fidgety Fish and Smiley Shark by Ruth Galloway.</p> <p>When we read these books, we talk about the author (and illustrated) being the same for both and what</p> | <p>journey topic - Where the Wild Things Are, Whatever Next, Rosie's Walk and Lost and Found. We will consider the rhythm and repetition in the book and act out our own version with altered words following the structure of the book. We will encourage the children to continue to make up their own versions within their imaginative role play. We will also act out the story through the Cosmic Yoga video linked to the book.</p> <p>Whatever Next! by Jill Murphy</p> <p>We will link this book to our topic on journeys and our other journey books as well as our Maths topic on sequencing. Once the children are familiar with the story, they will be given pictures from the book to put in the correct order as they appear in the story. We will also act out the story with props and support the children to do the same within their imaginative role play. We will encourage them to adapt aspects of the story, including their own</p> | <p>some more unusual fruits that they may not have tried previously. We will also read How Does a Tadpole Grow which follows the life cycle of a frog.</p> <p>Colour Monster Goes to School by Anna Llenas.</p> <p>As mentioned previously, we will link back to our previous learning in Autumn 1 on The Colour Monster and read Colour Monster Goes to School in Summer 2 to support the children with transition to school.</p> <p>The Koala Who Could by Rachel Bright.</p> <p>This book looks at how change can be difficult in preparation for moving to reception. It focusses on bravery, and the school core value of determination. We will also read other books by the same author and compare them, such as The Lion Inside, The Squirrels who Squabbled and The Gecko and the Echo.</p> |
|---|---|---|

| | | |
|---|--|---|
| <p>similarities and differences we can spot in the look of the book, illustrations and text. This book also links well with some of the skills learnt in Little Wandle Foundations for Phonics - Rhyme Time.</p> <p>Fairy Tale: The Three Little Pigs. We read The Three Little Pigs towards the end of Autumn 2 and link it to our maths curriculum, including watching the Three Little Pigs episode of Numberblocks. We also provide the children with the animals and resources needed within continuous provision to recreate the story.</p> <p>Little Wandle Love of Reading texts covered this term:</p> <p>Car, Car, Truck, Jeep by Katrina Charman. This book has the same rhyming structure as Baa Baa Black Sheep, which is one of the nursery rhymes we learn in circle times as well as</p> | <p>interests, for example, by changing the characters and/or food. The children will also make their own sandwiches like the bear in the book and will practise the physical skill of spreading butter/jam themselves.</p> <p>Kitchen Disco by Clare Foges We read this book as part of our learning about healthy eating and alongside The Runaway Pea. We also look at the rhyming structure of the story and practise continuing strings of rhyming words. We will support the learning of some of the words through The Kitchen Disco song video and dance.</p> <p>Fairy Tale: Goldilocks and the Three Bears. We will link this text to our maths teaching of number. Also, the children will make their own porridge to try, with adult support. Within continuous provision we will provide the children with props to act out the</p> | <p>Fairy Tale: The Three Billy Goats Gruff. We will link back to our previous Fairy Tales and discuss the similarities and differences between these three stories. The children will be provided with props within continuous provision to act out the story of The Three Billy Goats Gruff. We will also encourage the children to act out parts of the story when creating bridges in the large construction area outside as well as when going over bridges on our walks in Rivelin Valley.</p> <p>Little Wandle Love of Reading texts covered this term:</p> <p>Errol's Garden by Gillian Hibbs This story links well to our planting and growing topic in Summer 2. We will also read Mia Makes a Meadow alongside this book. Additional focuses of in both these stories are community, working together and the school core value of determination.</p> |
|---|--|---|

| | | |
|--|--|--|
| <p>Little Wandle Foundations for Phonics - Rhyme Time. We look at the similarities and differences between the book and the nursery rhyme, practise continuing a string of rhyming words and provide props in continuous provision to support the children in reenacting parts of the story themselves.</p> <p>Kindness Makes Us Strong By Sophie Beer This book focuses on how to be kind. It links well with our school core value kindness as well as charity and helping others. We discuss the actions and feelings of the characters in the book and what we do to be kind to others.</p> | <p>story when they are familiar with it.</p> <p>Little Wandle Love of Reading texts covered this term:</p> <p>Where's Lenny? By Ken Wilson-Max This book links well with our learning of positional language in maths this term. When reading this book, we also focus on how the dad in the story uses his senses. We complete activities using our senses of taste, smell, hearing, touch and sight.</p> <p>Lulu Loves the Library by Anna McQuinn This book is about loving reading and books, as well as how a library works. Other themes include routine and community. We link this book with visits to the school library, the children's own experiences of going to a local library and the books the children borrow from our nursery 'library.'</p> | <p>All Through the Night by Polly Faber This is a lovely book about community, different jobs and the similarities and differences in people's lives. It focuses on hard work, supporting others and the community, working together and empathy.</p> <p>Amazing by Steve Antony We read this book as part of our PSHE topic on disabilities. Within this topic we focus on showing disabilities in a positive ways as 'differences.' We also read This is How We Play.</p> |
|--|--|--|