



Joydens Wood Infant School - Foundation Curriculum Overview

EYFS						
Subject	Autumn Term		Spring Term		Summer Term	
Little Wandle	Phase 2 (10 weeks)		Phase 3 (10 weeks)		Phase 4 (10 weeks)	
Little Wandle Book Band	Wordless Books	Phase 2 sets 1-3	Phase 2 sets 4-5	Phase 3 set 1	Phase 3 set 2	Phase 4 set 1
Science Understanding the World	<p>Science at Foundation Stage is covered in the 'Understanding the World' area of the EYFS Curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> <p>Children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses, make observations of animals and plants and explain why some things occur and talk about changes. Children will be encouraged to ask questions about why things happen and how things work. Children will also be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.</p>					
History Understanding the World	<p><i>EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning</i></p> <p>Peek into the past Comment on images of familiar situations in the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Recognise some environments that are different from the one in which they live</p> <ul style="list-style-type: none"> • Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes. • Making simple observations, pupils decide whether photographs depict the past or not. • Creating a timeline, children develop an understanding of personal chronology. • Observing a range of toys, children begin to recognise similarities and differences between the past and present. • Comparing pictures from past and present, pupils identify some similarities and differences <p>Adventures through time Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> • Positioning images of children, parents and grandparents on a family tree to show who is older and younger. • Recognising some interests and achievements from their own lives and the lives of their families and friends. • Recognising that kings and queens are usually important, powerful people who rule over others. • Using photographs and stories to compare the past with the present day. <p>Using photographs and stories to compare modes of transport from the past with the present day</p>					

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Geography Understanding the World	<p>EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further Geography learning</p> <p>Exploring maps: Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps</p> <p>Identifying and locating features on a (pirate) map Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds Using 3D materials to build a map of a real or imaginary place Using directional language Exploring, comparing and asking questions about a variety of maps. Making their own maps showing features in the local area.</p> <p>Outdoor adventures: Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons Exploring and describing how natural objects feel, look, smell, taste and sound. Representing how natural materials appear in the world around them through painting. Describing the effects of different weather conditions through experimentation Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening. Noticing and investigating how weather can change with the seasons Beginning to consider how we respond to weather conditions in each season through our choice of clothes.</p>					
Art & Design	Drawing <i>Marvellous marks</i> Autumn craft: Autumn wreaths	Painting and mixed media <i>Paint my world</i> Christmas/winter craft: Salt dough decorations Threaded snowflakes	Sculpture and 3D <i>Creation Station</i> Spring & Easter craft: Suncatchers Egg threading		Craft and design <i>Let's get crafty</i> Summer craft: Salt painting	
Design Technology	Structures Junk modelling <i>Hibernation Box</i>	Cooking and Nutrition Soup <i>Sliding picture</i>	Textiles Bookmarks <i>Flower Threading</i>	Easter <i>Hanging decoration</i>	Structures Boats	Designing & making a rainbow salad
RE PSED & Understanding the World	<p>Early Learning Goals</p> <p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>Managing Self ELG Children at the expected level of development will:</p>					

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	<ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly; Building Relationships ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Show sensitivity to their own and to others' needs. <u>Understanding the World</u> People Culture and Communities ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Computing	Computing through continuous provision	Computing systems and networks - Using a computer	Programming 1 - All about instructions	Computing systems and networks - exploring hardware	Programming 2 - programming Bee-Bots	Data handling - introduction to data
PSHE - MyHappyMind	myHappyMind is focused on developing children's confidence, resilience and mental wellbeing and fits perfectly with the Statutory PSED Educational Programme. It is highly aligned with the PSED statements from Development matters and ELGs. The programme also gives children the skills to be effective learners and fits with the 3 Characteristics of Effective Learning. Children in Reception will be learning to: <ul style="list-style-type: none"> See themselves as a valuable individual. (Celebrate) Build constructive and respectful relationships. (Relate) Express their feelings and consider the feelings of others. (Meet your Brain, Relate) Show resilience and perseverance in the face of challenge. (Engage) Identify and moderate their own feelings socially and emotionally. (Meet your Brain) Think about the perspectives of others. (Relate) Manage their own needs: Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity. - healthy eating. - toothbrushing. - sensible amounts of 'screen time' - having a good sleep routine. - being a safe pedestrian. 					
Music	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band

Year 1

Subject	Autumn Term		Spring Term		Summer Term	
Little Wandle	Phase 3-4 review (3 weeks) Phase 5 (8 weeks)		Phase 5 (10 weeks)		Phase 5 review (6 weeks) Phase 6 (6 weeks)	
Little Wandle Book Band	<u>Autumn 1</u> Phase 4 (Set 2) Phase 5 (Set 1)	<u>Autumn 2</u> Phase 5 (Set 2)	<u>Spring 1</u> Phase 5 (Set 3)	<u>Spring 2</u> Phase 5 (Set 4)	<u>Summer</u> Phase 5 (Set 5)	
Science	Seasonal Change	Everyday Materials Identifying and naming, properties and uses	Animals, including humans Animal growth, animal structure and function		Plants Plant structure, function, growth and needs	Making Connections
History	How am I making history? Personal chronology, timelines extending back before children were born		How have toys changed? Sequencing toys on a physical timeline, investigate artefacts & predicting what toys may be like in the future		How have explorers changed the world? Finding out about events beyond living memory specifically significant explorers and how they are remembered	
Geography		What is it like here? Create and use simple maps of the locality		What is the weather like in the UK? Investigate the UK's hot and cold places, seasonal change and our responses to different weather		What is it like to live in Shanghai? Use a world map, recognise continents and oceans, identify physical features of Shanghai and compare these to the local area
Art & Design	Painting and mixed media: Colour splash	Drawing: Make your mark	Craft and design: woven wonders		Sculpture and 3D: paper play	
Design Technology	Cooking and nutrition		Textiles: Puppets	Structures: Making a windmill	Mechanisms: Making a moving story book	Mechanisms: Wheels and axles
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that babies are special?	Why should we care for others?
Computing	Improving mouse skills	Algorithms unplugged	Rocket to the moon	Programming Bee-Bots	Digital imagery	Introduction to data

Online Safety	Online Safety for Year 1 (5 lessons)					
PSHE myHappymind	Meet your brain	Celebrate	Appreciate	Relate	Engage	
Relationships and Sex Education (RSE) myHappymind			Families who care for me - My family and me	Caring Friendships and Respectful Relationships - Fabulous Friendships	Being Safe - Keeping Safe	Online Relationships and Being Safe - Keeping Safe
Music	Pulses and rhythm (Theme: All about me)	Pitch and tempo (Theme: Superheroes)	Musical vocabulary (Theme: Under the sea)	Vocal and body sounds (Theme: By the sea)	Tempo (Theme: snail and mouse)	Timbre and rhythmic (Theme: Under the sea)

Year 2

Subject	Autumn Term		Spring Term		Summer Term	
Reading Book Band	Turquoise	Purple	Gold	White/Lime	Lime	Copper, Topaz, Ruby, Emerald
Science	Habitats Characteristics of living things, variation and inheritance	Microhabitats Habitats and interdependence	Uses of Everyday Materials Properties and uses, change	Life Cycles and Health Animal growth, health and nutrition	Plants Plant growth and needs	Making Connections
History	How was school different in the past? Recognise similarities and differences between the past and present, ask questions about the past and recognise features of a modern classroom		What is a monarch? Recall who rules the UK and their duties, use sources to find out about past monarchies, comparing them to the monarchy today, including the use of castles then and now		How did we learn to fly? To know which events were significant in the history of flight, the impact of the first flight and who were the key figures involved	
Geography		Would you prefer to live in a hot or cold place? Begin to understand basic concept of climate zones, compare features of the North & South Poles		Why is our world wonderful? Identify features and major characteristics of the UK and the rest of the world, consider what is unique about natural habitats		What is it like to live by the coast? Use atlases to locate key features on a map, investigate the features of the Jurassic Coast
Art & Design	Drawing Tell a story	Painting and mixed media Life in Colour	Sculpture and 3D Clay houses		Craft and design Map it out	
Design Technology	Mechanisms Fairground Wheel	Cooking and nutrition Balance diet	Mechanisms Making a moving monster	Structures Baby bear's chair	Textiles Pouches	Invention Challenge
RE	Why do we need to give thanks? Hindu, Christian, Humanist	What do candles mean to people? Christian, Hindu, Jewish	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewlish, Hindu	What is a prophet? Christian, Muslim, Jewish, Sikh	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh

Computing	Computing systems and networks - what is a computer?	Programming 1 - algorithms and debugging	Computing systems and networks 2 - word processing	Programming 2 - programming ScratchJr	Creating media - stop motion using tablets	Data handling - international space station
Online Safety	Online Safety for Year 2 (4 lessons)					
PSHE (myHappymind)	Meet your brain	Celebrate	Appreciate	Relate	Engage	Transition
Relationships and Sex Education (RSE) myHappymind	Online Relationships and Being Safe - Keeping Safe		Families who care for me - My family and me	Caring Friendships and Respectful Relationships - Fabulous Friendships	Being Safe - Keeping Safe	
Music	West African call and response song (animal theme)	Orchestral instruments - traditional stories	Musical me	Dynamics, timbre, tempo and motifs (space theme)	On this island: British songs and sounds	Myths and legends