

FOUNDATION STAGE CURRICULUM OVERVIEW
SUMMER 1- Bears

<i>Area of learning</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>
<i>Literacy- Reading</i>	<i>Where Going on a Bear Hunt</i>	<i>Where's my Teddy?</i>	<i>This is the bear and the scary night</i>	<i>Whatever Next!</i>	<i>This is the bear and the picnic lunch</i>
<i>Literacy- Writing</i>	<i>N- Story sequencing pictures and onomatopoeic words R- Creating own story setting for Where Going on a bear hunt.</i>	<i>Writing about their own teddy's</i>	<i>R- Creating simple rhyming sentences N-Going on a print hunt- environmental print</i>	<i>Writing lists of items the bear takes to the moon R- What you would take to the moon and why?</i>	<i>Writing Assessment- How to make a jam sandwich- instructions</i>
<i>PSE</i>	<i>Problem solving solutions- making up a list of rules</i>	<i>Elmer and the lost Teddy- Caring for our belongings</i>	<i>Circle time- looking at what makes us feel worried/scared and coping with anxiety</i>	<i>Rights and wrongs- relate to Goldilocks' actions</i>	<i>Food hygiene/healthy eating</i>
<i>Communication and Language</i>	<i>Using language to recall story events in sequence.</i>	<i>Describing their own teddy and why it is special to them</i>	<i>N-Exploring the meaning of words and symbols. R- rhythms, rhymes and tongue twisters</i>	<i>Introducing a narrative into their play using role play areas and story props.</i>	<i>Linking statements using a range of tenses.</i>
<i>Oral Story Telling</i>	<i>Introduce- Goldilocks and the 3 Bears</i>	<i>Story mapping of Goldilocks and the 3 Bears</i>		<i>Changing the story elements. I.e. Porridge into cornflakes</i>	<i>N/A</i>
<i>Physical Development</i>	<i>N- R- Exploring the ball</i>	<i>N- R-Ball control (preparing for sports</i>	<i>N- R-moving with a ball (preparing for sports</i>	<i>N- R- collecting and stopping the ball</i>	<i>N- Sports Day R- Sports Day</i>

		day)	day)	(preparing for sports day)	
Understanding The World	Looking at Teddy Bears Chn will go on a bear hunt to follow a simple route to find a bear	Polar Bears and the Polar region	Brown Bear, Brown Bear	Barnaby Bear Goes to Dublin	Barnaby Bear Goes to Seaside
Mathematical Development	Representing numbers using number lines R- up to 20	N- one more and one less R- doubling	N- identify shapes in the environmental- categorising shapes according to similarities R- describing properties and features of 3D shapes	N-Comparing quantities- more/less/the same R-Sharing equally	Assessment
Expressive Arts and Design	Representing characters voices from the story 'Goldilocks and the 3 bears- exploring pitch and volume Role Play- N- Toy shop R – The 3 Bears cottage	Using instruments to represent story characters. Chn will create art pictures using different materials to create a cold scene. Role play- R + N- enhance by making labels for own bears	Brown bears snoring Using natural resources to create woodland pictures. Role Play- N- Toy shop R – The 3 Bears cottage	Teddy Bear, Teddy Bear song	Teddy Bear, Teddy Bear song- maintaining a steady beat

