

Braunstone Community Primary School

Foundation Stage Context Overview 2017-18

	Autumn 1 7 weeks	Autumn 2 9 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks
	Seasons - What's changing?	Festivals - Time to Celebrate!	Fairy Stories - Once upon a time.	Animals - Here there and everywhere!	The environment- The Great Outdoors!	Holidays - We're all going on a Summer Holiday!
Books linked to the topic	<p style="color: purple;">Martha B Rabbit and The Unexpected Guests</p> <p style="color: purple;">Percy The Park Keeper</p> <p style="color: purple;">A Book of Seasons</p>	<p style="color: purple;">Rama and Sita</p> <p style="color: purple;">Topsy and Tim's Bonfire Night</p> <p style="color: purple;">Dear Santa</p>	<p style="color: purple;">Three Billy Goats</p> <p style="color: purple;">Little Red Riding Hood</p> <p style="color: purple;">The Gingerbread Man</p>	<p style="color: purple;">Kipper</p> <p style="color: purple;">Mog and the Vet</p> <p style="color: purple;">Rumble in the Jungle</p>	<p style="color: purple;">Walking Through The Jungle</p> <p style="color: purple;">What The Ladybird Heard</p> <p style="color: purple;">Handa's Surprise</p>	<p style="color: purple;">Tom and Lucy at the Seaside</p> <p style="color: purple;">Sharing The Shell</p> <p style="color: purple;">Yo Ho Ho Ho A-Pirating We'll Go</p>

<p>Communication and Language (C & L)</p>	<p>Listens with interest to stories.</p> <p>Responds to familiar sounds.</p> <p>Responds to name.</p> <p>Identifies action words.</p> <p>Beginning to understand more complex sentences e.g put your toys away.</p> <p>Uses language as a powerful means.</p> <p>Learns new words rapidly and uses gestures when struggling.</p> <p>Uses simple sentences.</p>	<p>Shows interest in playing with sounds, songs and rhymes.</p> <p>Can give full attention to the activity they are doing.</p> <p>Understands who/what/where questions.</p> <p>Beginning to understand simple concepts such as big and little.</p> <p>Can jump from topic to topic during conversations.</p> <p>Uses a Variety of questions.</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Able to follow directions.</p> <p>Understand the use of objects.</p> <p>Responds to simple instructions.</p> <p>Can retell simple past events in correct order.</p> <p>Uses a range of vocabulary linked to things that are familiar.</p> <p>Uses talk in pretending objects are something else.</p>	<p>Listens to others 1:1 and small groups when conversation interests them.</p> <p>Can still listen and shift own attention.</p> <p>Shows understanding of prepositions.</p> <p>Uses talk to connect ideas.</p> <p>Explain/predict/recall.</p> <p>Uses a range of tenses.</p> <p>Builds vocabulary based on experiences.</p>	<p>Joins in with repeated refrains and anticipates key events.</p> <p>Beginning to understand how and why questions.</p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Questions why things happen and gives explanations.</p> <p>Who/what/when/where/why/how.</p> <p>Uses expression to make the meaning of speech clear to others.</p>	<p>Maintains attention.</p> <p>Responds to instructions including two part sequences.</p> <p>Introduces storyline to their play.</p>
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Personal, Social & Emotional Development (PSED)	<p>Interested in others play and starts to join in.</p> <p>Shows affection/concern to others.</p> <p>Separates from main carer with support.</p> <p>Seeks comfort when needed.</p> <p>Shows understanding and cooperates with routine.</p> <p>Aware some actions hurt others.</p>	<p>Seeks out others to share experiences.</p> <p>May form a special friendship with another child.</p> <p>Expresses own preferences and interests.</p> <p>Can express own feelings and respond to others feelings.</p>	<p>Can play in a group, extending play and elaborating ideas.</p> <p>Can select activities and use resources with help.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Confident to ask an adult for help.</p> <p>Accepts the needs of others.</p>	<p>Initiates play and offers cues to peers to join in.</p> <p>Demonstrates friendly behaviour, initiates conversations, forms good friendships.</p> <p>Welcomes and values praise for what they have done.</p> <p>Can tolerate delay when own needs are not met immediately.</p>	<p>Keeps play going by responding to what others are doing/saying.</p> <p>More outgoing in new social situations.</p> <p>Confident to communicate freely about own home and community.</p> <p>Aware of own feelings and knows how they can affect others.</p> <p>Can adapt behaviours to different social situations.</p>	<p>Initiates conversation and responds to what others say.</p> <p>Confident to speak to others about own needs.</p> <p>Understands that own actions affect others.</p>
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<p>Physical Development (PD)</p>	<p>Runs on whole foot.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book.</p> <p>Shows control in holding, pouring, hammering and mark making.</p> <p>Walks up/down stairs two feet to a step.</p>	<p>Squats with steadiness.</p> <p>Climbs confidently and beginning to pull themselves up on play equipment.</p> <p>Beginning to use tripod grip.</p> <p>Draws circles and lines and may show dominant hand.</p>	<p>Mounts stairs or climbs using alternate feet.</p> <p>Runs skilfully and negotiates space well.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Can tell adults when tired/hungry or want to rest or play.</p> <p>Understands that equipment has to be used safely.</p>	<p>Moves in a range of ways with pleasure and confidence.</p> <p>Can stand on one foot when shown.</p> <p>Uses one handed tools and equipment.</p> <p>Holds pencil near point between two fingers and thumb showing good control.</p>	<p>Can catch a large ball.</p> <p>Holds pencil near point between two fingers and thumb showing good control.</p> <p>Can copy some letters from their name.</p> <p>Observes the effects of activity of their bodies.</p> <p>Dresses with help.</p>	<p>Jumps off an object and lands appropriately.</p> <p>Shows some good practice with being healthy, keeping clean and exercising.</p>
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<p>Mathmatics</p>	<p>Can select objects and gives one more/two more.</p> <p>Recites numbers in order to 5.</p> <p>Starts to make comparisons between quantities and uses appropriate language such as more and a lot.</p> <p>Begins to use language of size.</p> <p>Understands talk about past and futures for example 'before', 'later' or 'soon.'</p> <p>Anticipates times based events such as lunch time, home time etc.</p>	<p>Recites numbers in order to 10.</p> <p>Starting to have a go at representing numbers.</p> <p>Knows the quantity of something changes when things are added or taken away.</p> <p>Notices simple shapes/patterns in pictures.</p> <p>Beginning to categorise objects according size and shape.</p>	<p>Uses some number names accurately.</p> <p>Uses fingers to represent numbers.</p> <p>Compares two groups and says when they have the same number.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in shape and makes arrangements with them.</p> <p>Shows interest in shapes in the environment.</p>	<p>Recites numbers in order to 10.</p> <p>Makes marks on paper to represent numbers.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Realises that not just objects can be counted.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p>	<p>Knows that numbers identify how many objects are in a set.</p> <p>Comments and asks questions about numbers.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of 3/4 objects in different ways but realises they are still the same number.</p> <p>Uses positional language.</p> <p>Beginning to talk about the shape of everyday objects.</p>	<p>Counts objects to 10 and beginning to count beyond.</p> <p>Finds one more and one less in a group of 5 objects.</p> <p>Beginning to use mathematical names for 2d shapes.</p>
<p>Literacy</p>	<p>Has some favourite stories, songs and rhymes.</p>	<p>Repeats words or phrases from familiar stories.</p> <p>Fills in missing word from favourite stories/rhymes.</p> <p>Distinguishes between the different marks they make.</p>	<p>Listens to and joins in with stories.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Looks at books independently and handles them with care.</p>	<p>Shows awareness of rhyme and alliteration.</p> <p>Anticipates key events in stories.</p> <p>Recognises familiar print such as own name and familiar logos.</p> <p>Knows books are read from left to right.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Describes main story setting, characters and key events.</p> <p>Knows that information can be found from books.</p>	<p>Continues a rhyming string.</p> <p>Beginning to segment and blend sounds together.</p> <p>Hears and says initial sounds in words.</p>

<p>Understanding the World (UW)</p>	<p>In pretend play imitates everyday actions.</p> <p>Beginning to have their own friends.</p> <p>Enjoys playing with small word models.</p> <p>Operates mechanical toys.</p>	<p>Has a sense of immediate family and the relationship.</p> <p>Learns that they have similarities' and differences to others.</p> <p>Notices detailed features in the environment.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Shows interest in the lives of people familiar to them.</p> <p>Comments and asks questions about the world they live in.</p> <p>Shows care and concern for living things in the environment.</p> <p>Shows an interest in technological toys.</p>	<p>Remember and talks about significant events in their life.</p> <p>Can talk about things they have observed.</p> <p>Develops and understanding of growth and decay.</p> <p>Knows how to operate simple equipment.</p>	<p>Shows interest in different occupations and ways of life.</p> <p>Can talk about what makes them unique.</p> <p>Talks about why things happen and how they work.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Looks closely at similarities and differences.</p> <p>Uses simple hardware to interact with age appropriate computer software.</p>
<p>Expressive Arts and Design (EAD)</p>	<p>Joins in singing favourite songs.</p> <p>Creates sound by banging, shaking, tapping and blowing.</p> <p>Beginning to make believe by pretending.</p>	<p>Shows interest in the way instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Beginning to use representations to communicate. For example draws a line and says that's me.</p>	<p>Enjoys joining in, singing and dancing.</p> <p>Sings a few familiar songs.</p> <p>Understands that they use lines to enclose spaces.</p> <p>Uses various construction materials.</p> <p>Creates movement in response to music.</p> <p>Engages in imaginative role play.</p>	<p>Beginning to move rhythmically.</p> <p>Moves in response to music.</p> <p>Explores how sounds can be changed.</p> <p>Realises different tools can be used for a purpose.</p> <p>Builds stories around toys.</p>	<p>Taps out simple rhythms.</p> <p>Explores colour and how it can be changed.</p> <p>Describes the texture of things.</p> <p>Uses movement to express feelings.</p> <p>Sings to self and makes up simple songs.</p> <p>Creates props to support role play.</p>	<p>Explores the different sounds of instruments.</p> <p>Creates simple representations of events, people and objects.</p> <p>Chooses particular colours for a purpose.</p>

Role Play	Home corner Café Take away Barn/nativity scene	Home corner Café Take away Barn/nativity scene	Cottage Castle Tree house	Vets Pet shop Farm	Garden party Picnic on the park rainforest	Beach Ice cream café Travel agents
Trips	Reading at sure start or from a visitor.	Snow dome.	Panto production.	Animal picnic.	Farm Trip - Stonehurst farm.	Ice cream van.
Wow Moments 1. Introduce the topic. 2. To end the topic.	<ol style="list-style-type: none"> 1. Collage a season picture. 2. At the end of the topic each child bring in a baby photo and a photo of them now. As a group we will look at the changes people go through. Link change from seasons to people. 	<ol style="list-style-type: none"> 1. Cooking day - a caracal of traditional treats you would typically have at different celebrations. 2. Christmas party. 	<ol style="list-style-type: none"> 1. Have a castle in the classroom and let the children explore. 2. Dress up as a traditional character from a fairy tale. 	<ol style="list-style-type: none"> 1. Cooking day - Make animal shaped biscuits. Talk about the animals, where they live and what they like to eat. 2. Parents to bring pets into school and do a show and tell with the children. 	<ol style="list-style-type: none"> 1. Go and explore the allotment and talk about the sort of things we may grow in an allotment. 2. Use some home grown produce from the allotment and cook an apple pie or a soup. 	<ol style="list-style-type: none"> 1. Turn the role play area into a beach and let the children explore. 2. Beach party
Events	Everybody's Reading Festival Tooth brushing - Invite Nurse.	Christmas Play Parent to come in and do Mendi. Take Away Christmas cooking	Panto production	Animals to come to school.	Exploring the allotment.	

British Values	'I know why we have school rules and the consequences if they are broken'		'I know the town or village where I live and can tell someone else.' 'I know that I live in England'.		'I know that St George is the patron saint of England.' I can talk about similarities and differences between the city and country.'	'I can talk about a monarch from the past' (The Queen).
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