

HEMINGFORD GREY PRIMARY SCHOOL FOUNDATION STAGE SKILLS

Theme	AUTUMN 1 GEOGRAPHY FOCUS	AUTUMN 2 HISTORY FOCUS	SPRING 1 PEOPLE AND COMMUNITIES FOCUS	SPRING 2 WORLD FOCUS	SUMMER 1 SCIENCE FOCUS	SUMMER 2 SCIENCE FOCUS
Literacy	Phonics and Reading Simple sounds (set 1), CVC words Red/orange key words Listen to a range of stories Join in with rhyme and repeated phrases Hold a book the correct way up, know that print carries meaning and, in English, is read from left to right and top to bottom Writing Write name Hear and say sounds in words Give meaning to marks they make as they draw, write and paint Begin to break the flow of speech into words Sentence Snake- Introduce Main subject, Verb, Who What Where, Full Stop	Phonics and Reading Simple sounds (set 1), CVC words Yellow/green key words Continue rhyming string Predict how stories might end Map and retell familiar stories Begins to read words and simple sentences Writing Hear, say and record some sounds in words Use some clearly identifiable letters to communicate meaning, representing some sounds correctly Begin to record sounds in words (initial and final sounds) Hear medial sounds in words Sentence Snake- Construct sentences using Main subject, Verb, Who What Where, Full Stop	Phonics and Reading Complex sounds (set 2), CVCC/CCVC words Blue/purple key words Link sounds to letters, naming and sounding the letters of the alphabet Read words and simple sentences Writing Form letters correctly Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write CVC words Attempts to write short sentences in meaningful contexts Pictorially map a story Sentence Snake- introduce Prepositions. Review jobs of each piece. Why do we need it?	Phonics and Reading Complex sounds (set 2), Split e words Pink/grey key words Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words(key words) Writing Write some irregular common words Use phonic knowledge to write words in ways which match their spoken sounds Rewrite familiar stories Sentence Snake- introduce Adjectives. Consolidate prepositions. Introduce and use bossy verbs for instructions.	Phonics and Reading Complex sounds (set 3) Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking to others about what they have read Read a range of text types Writing Write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible Sentence Snake- introduce Conjunctions to join two sentences together. Begin to introduce time connectives for ordering (eg story map, instructions). Revise all parts of the sentence snake (their jobs and names) and use to create a variety of sentences.	
Numeracy	Counting Accurately to 20 Number Recognition Numerals 0-9 Calculation (one more/less) Shape, Space and Measure 2D/3D shapes Properties	Number Recognition Numerals 0-20 Ordering Numbers 0-10 then 0-20 Calculation (addition/subtraction) Number Formation 0-9	Measuring and Capacity Calculation (ongoing, problem solving using addition and subtraction strategies) Extension of Counting, Number Recognition, Ordering Numbers, Calculation Counting to 50 and beyond Calculation- using numbers to 20 Recognising numbers on hundred square	Shape, Space and Measure 2D/3D shapes Properties linked to building Extension of Counting, Number Recognition, Ordering Numbers, Calculation Counting to 50 and beyond Calculation- using numbers to 20 Recognising numbers on hundred square Number Formation/Recording 0-20 and then beyond	Calculation (doubling/halving) Counting in groups (2s and 10s) Recording Number sentences	Problem solving using addition, subtraction, doubling and halving Recording Number sentences Measuring and Capacity Calculation (ongoing, problem solving using addition and subtraction strategies)
K D S	Local Geography and	History- Toys in the	Family Tree/Special	World	School mapping,	Comparing locality to

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	Maps Talk about features of the immediate environment and how environments may differ from one another Know about similarities in relations to places	past/present Know about similarities in relation to objects Use everyday language related to time	People Talk about past and present events in their own life and of family members	(buildings around the world) Know about similarities in relation to places	physical/human features Talk about the features of the immediate environment and how environments may differ from one another	another environment Know about similarities in relation to places
Science	Materials (waterproof, strength)- link to shape Know about similarities in relation to materials	Forces, mechanisms (link to toys) Know about similarities in relation to objects Talk about changes	Plants/Growing Make observations of plants and explain why some things occur	Materials Know about similarities in relation to materials	Animals/Habitat Plants/Growing Know about similarities in relation to living things Make observations about animals and plants and explain why some things occur Talk about changes in environments Make observations of plants and explain why some things occur	
P.E	Inside- Dance Experiment with different ways of moving Outside- Movement, throwing and catching Show increasing control over an object when throwing and catching	Inside- Gymnastics Jump off an object and land appropriately Travel with confidence and skill around, under, over and through balancing and climbing equipment Outside- bats and balls Show increasing control over an object when patting	Inside- Dance Experiment with different ways of moving Outside- hockey Show increasing control over an object when pushing	Inside- Gymnastics Jump off an object and land appropriately Travel with confidence and skill around, under, over and through balancing and climbing equipment Outside- football Show increasing control over an object when kicking	Outside- Multiskills Travel with confidence and skill around, under, over and through balancing and climbing equipment Negotiate space successfully, change direction to avoid obstacles	
ICT	Caine's Arcade project- Video self, weblinks Create simple representations of objects Film using iPads Use a simple application on a computer or mobile device	Stop Motion Pro Create simple representations of people and objects Starz (ongoing) Use computing devices to interact with age-appropriate applications Understand online risks and the age rules for sites	Photo Story voiceover Use a simple application on a computer or mobile device Use applications to communicate ideas	Paint software Create simple representations of people and objects Crazy Talk/Morpho- Use a simple application on a computer or mobile device	Beebots (algorithms) Control motion by specifying the number of steps to travel, directions and turn (milestone 1)	Plasticine Stop Motion Pro Create simple representations of people and objects
R.E	Celebrations and Special Times What do you celebrate? Birthdays, baptisms, marriages, Hannukah, Divali, Christmas What happens at a festival? What happens at a wedding or when a baby is born?	Special Books Special Books- our favourite book, Bible-Christmas, Ramayana-Divali Recount outlines of some religious stories Recognise some religious symbols and words and use them correctly	Ourselves, Our Families and Our Communities Special People- people special to us, Jesus, Buddha, Recount outlines of some religious stories	Ourselves, Our Families and Our Communities Special Places- our special place, church, mosque Explore features of religious life, such as places	Looking after other people and things around us Special Animals- pets, Jewish-pigs, Hindu-tigers/cows Special Items/Objects/Artefacts - ours Christian- cross, Hindu-ohm, Muslim- prayer	Celebrations and Special Times Different festivals (based on religions in class) Explore features of religious life such as celebrations and festivals

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					compass Recognise some religious symbols and words and use them correctly	
Expressive Arts and Design	3D model village Create simple representations of objects Robin Mackney Sketching/Pencil Control- Buildings Use simple tools and techniques competently Self Portraits and half face is photo, children draw the rest (As above)	Claude Monet Powder paint Flowers Explore what happens when colours are mixed Choose particular colours for purpose Sock Puppets, linked to puppet theatre Use simple tools and techniques competently and appropriately	Jack Kirby – comic book illustrator Creating their own comic book characters/strips/ story Use simple tools and techniques competently Create simple representations of objects	Piet Mondrian Collages of buildings (magazine/pictures of buildings) Create simple representations of objects Experiment to create different textures Powder Paints- Buildings Explore what happens when colours are mixed Choose particular colours for purpose	Louise Mead- Tree art (watercolour, powder paints, collage, chalk and charcoal) Understand that different media can be combined to create new effects Explore what happens when colours are mixed Choose particular colours for purpose	Modelling/sculpture Make plasticine animals/cook dough Use simple tools and techniques competently and appropriately Manipulate materials to achieve a planned effect Use V&A Museum resources to support http://www.vam.ac.uk/content/articles/t/teachers-resource-sculpture/
PSHCE	Me and My World Beginning and Belonging (ref Cambridgeshire PSHCE units)	Family and Friends (ref Cambridgeshire PSHCE units)	Keeping Safe (ref Cambridgeshire PSHCE units)	Identities and Diversity (ref Cambridgeshire PSHCE units)	My Body and Growing Up (ref Cambridgeshire PSHCE units)	Healthy Lifestyles (ref Cambridgeshire PSHCE units)
5Rs	Relationships I work with teams when asked I listen to other people I reach agreements I take responsibility for jobs I have been asked to do	Resilience I work well for rewards I keep focused on a task that interests me I carry out activities when asked I manage distractions when helped by a teacher	Resourceful (independence) I discover some connections through play and experimentation I explore materials I explore and experiment with resources and materials I make links between ideas	Reflective With help from a teacher, I review my own work and identify what I have done well I talk about how well I think I have done in lessons I help to set my own targets	Risk Taking I think about risks and try not to let this put me off having a go I know that it is not a bad thing to get an answer wrong I am prepared to put forward my ideas or answers in a small group	Review of all Rs