



THE BRITISH SCHOOL
ALEXANDRIA
— since 1984 —

Curriculum Overview

Spring Term 2020

Foundation
Stage 1



Communication and Language

Listening and attention/understanding speaking

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Builds up vocabulary that reflects the breadth of their experiences.
- To understand the use of objects (eg what do we use to cut things?)

Physical Development

Moving and handling/Health and self-care

- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Personal, Social and Emotional Development

Making relationships/self-confidence and self-awareness/managing feelings and behaviour

- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can adapt behaviour to situations

Mathematics

Numbers/Shape, space and measure

- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Uses positional language.
- To know when a group of things changes in quantity when something is added or taken away.

Literacy

Reading/Writing

- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- To enjoy rhyming and rhythmic activities.
- To show awareness of rhyme and alliteration.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- To recognise rhythm in spoken words.

Expressive Art and Design

Exploring and using media and materials/Being imaginative

- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.

Understanding the World

People and communities/ The world/ Technology

- . Talks about some of the things they observe such as plants, animals and natural and found objects.
- . Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- . Shows interest in different occupations and ways of life.
- . Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- . Talks about why things happen and how things work.

Websites to support learning

The children sometimes use the following websites to play games:

<http://www.topmarks.co.uk/learning-to-count/ladybird-spots>

<https://www.youtube.com/user/barefootbooks>

This is a useful game for developing counting skills and number recognition. It also links to our minibeast topic in the second half term.

Information for parents

Please ensure that your child is dressed in warm clothes and that you send in a warm set of spare clothes for school. Can you also ensure that all clothing is clearly labelled.

This term we will be going to the park for our Outdoor Learning Day.

HPL - Enquirer like the Owl.