

# EYFS

## Curriculum for

## Forest Fields

## Primary School



## **Intent**

**What do we want the children to come and learn, know, do and remember in each area of learning for each year group**

## **Implementation**

**What is our philosophy**

## **Impact**

**How will we know?**

**These are our Curriculum goals for F1 at Forest Fields Primary School**

**We have tailored this curriculum to meet the needs of our rich diversity and our local area.**

- 1. Settle in and become a confident learner**  
*We want children to feel safe and happy to learn. They will build on relationships that will nurture a love of school*
- 2. Follow a recipe to make playdoh**
- 3. Ride a balance bike**
- 4. Create your own dance to a piece of music**
- 5. Sew using a running stitch**
- 6. Make up your own stories**
- 7. Write the first two letters of your name**
- 8. Remember three objects in a memory game**  
*It is really important for children's developing phonological awareness to be able to remember three items.*



## Forest Fields Primary School's Foundation Stage Curriculum

| 1. Settle in and become confident learners                                                                     |                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |
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| <b>First Step</b><br>         | <b>Children make warm relationship with staff and peers. They separate confidently from their carer and become involved in their play</b>                                          | <b>As children's confidence at settling at nursery increases, their involvement in nursery activities will deeper. They will explore a wider range of activities and play for longer periods alongside friends. They will develop their pretend play.</b> |
| <b>Second milestone</b><br> | <b>Children take part in pretend play, negotiating with their friends.</b>                                                                                                         | <b>Children start to respond positively to adults challenging them</b>                                                                                                                                                                                    |
| <b>Third milestone</b><br>  | <b>Children perservere with difficulties. They talk about their learning</b>                                                                                                       | <b>Take photos of children for Weduc so that parents and staff can talk to the children about their learning experiences</b>                                                                                                                              |
| <b>Final milestone</b><br>  | <b>Children reflect on their learning when looking back through their big books and they talk about what helps them become a better learner. They develop their metacognition.</b> |                                                                                                                                                                                                                                                           |



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| 2. Follow a recipe to make playdoh                                                                            |                                                                                        |                                                                                        |
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| <b>First Step</b><br>        | <b>With adult support</b><br><b>Children will mix different ingredients</b>            | <b>Mixing skills will develop elbow and shoulder pivot</b>                             |
| <b>Second milestone</b><br>  | <b>Children will measure the ingredients using scoops</b>                              | <b>Children will fill the scoop and smooth off the top to make an accurate measure</b> |
| <b>Third milestone</b><br> | <b>Children will measure ingredients during scales</b>                                 | <b>Adults will support using balance scales</b>                                        |
| <b>Final milestone</b><br> | <b>Children will measure ingredients and make playdoh and add colour or fragrance.</b> |                                                                                        |



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| 3. Ride a balance bike                                                                                        |                                                                                                                                                                                                  |                                                                                                                                                                                                                                             |
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| <b>First Step</b><br>        | Children sit on a trike with good balance and scoot along                                                                                                                                        | As children become more confident at scooting, they will develop more control through steering and stopping/starting. They will not crash into so many things                                                                               |
| <b>Second milestone</b><br>  | Children pedal and steer their trike                                                                                                                                                             | As children become better at co-ordinating pedalling and steering, they will be able to navigate challenges e.g riding in and out of cones, or over a set of hollow blocks                                                                  |
| <b>Third milestone</b><br> | Children sit on a balance bike with good balance, with both feet on the ground                                                                                                                   | Once children become confident at balancing they scoot slowly along keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing |
| <b>Final milestone</b><br> | Children ride a balance bike with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a balance bike safely along the pavement. |                                                                                                                                                                                                                                             |

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| 4. Create your own dance to a piece of music                                                                   |                                                                         |                                                                                                                                                                                                                                 |
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| <b>First Step</b><br>         | <b>To use whole bodies to express their ideas and feelings</b>          | <b>Gruffalo dancing, high, low, levels, points and patches, firework dancing,<br/>Write Dance activities<br/>BBC Let's Move<br/>Boogie Beebies<br/>Crossing the midline<br/>Take part in a dance on stage in Christmas Play</b> |
| <b>Second milestone</b><br> | <b>To experience to different styles of dancing</b>                     | <b>Children will have experience of Irish dancing, bangra dancing, haka, polish traditional dancing, gypsy Roma dancing, May pole dancing, English country dancing, cheerleading</b>                                            |
| <b>Third milestone</b><br>  | <b>To respond to different genres of music</b>                          | <b>Children will listen to different genres of music and learn a dance routine</b>                                                                                                                                              |
| <b>Final milestone</b><br>  | <b>To create a dance that they rehearse and modify and then perform</b> |                                                                                                                                                                                                                                 |

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| 5. Sew using a running stitch                                                                                 |                                                                                                   |                                                                     |
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| <b>First Step</b><br>        | Children use upper body strength to climb<br>Children weave ribbons in and out of frames          | With adult support, thread pasta<br>Adult models threading a needle |
| <b>Second milestone</b><br>  | Children look at other sewing designs<br>Children will thread large needles                       | Children talk about designs and say their preferences and reasons   |
| <b>Third milestone</b><br> | Children thread needle through binka cloth                                                        | Children reflect on trials whilst taking part in this activity      |
| <b>Final milestone</b><br> | Children think about the pattern they want to create.<br>Cut out the binka and thread the needles |                                                                     |



## Forest Fields Primary School's Foundation Stage Curriculum

| 6. Make up your own stories                                                                                   |                                                                                                                                                              |                                                                                                                                                                     |
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| <b>First Step</b><br>        | Children take part in pretend domestic role play, making up and developing a narrative linked to books, poems, songs, poems and rhymes they have listened to | Children will begin to pretend play with toys and props. They will take on the roles of familiar people and start to talk about what happens in their daily routine |
| <b>Second milestone</b><br>  | Children take part in pretend fantasy role play, making up and developing a narrative linked to books, poems, songs, poems and rhymes they have listened to  | Children will begin to pretend play with costumes and becoming fantasy characters from books and media                                                              |
| <b>Third milestone</b><br> | Children use the visual timetable to talk about their day at nursery. Children bring in pictures from home to talk about a special occasion or event         | Children tell the story of their day in nursery or events they have taken part in<br>Start to talk about characters, setting, problems and resolutions              |
| <b>Final milestone</b><br> | Children use Character, setting, problem, resolution and ending structure to tell their own story. They tell their story to more than one person             |                                                                                                                                                                     |



## Forest Fields Primary School's Foundation Stage Curriculum

| 7. Write the first two letters of your name                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |
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| <b>First Step</b><br>                                                                                               | Children can use muscles in your hands and arms to make big movements to fix on and make contact with objects                                                                                                                                                                                                                                                                       | As children build up their large and fine motor skills, they engage in activities for a longer period of time. They can grasp objects and focus on what they are doing e.g. hold out arms in readiness to catch a ball, thread beads on string or build a tower of 10 blocks |
| <b>Second milestone</b><br>                                                                                       | Children can make random marks with their fingers and some tools. Children will engage in a variety of ways to make marks, e.g. dough, clay, sand paint, chalk, soil                                                                                                                                                                                                                | As children become more familiar with making marks they will start to assign meaning to the marks. E.g. that's mummy                                                                                                                                                         |
| <b>Third milestone</b><br><br> | As children's mark making develops they make more small controlled movements and can draw lines and circles<br>They can distinguish between line, circle and zigzag<br>They begin to use anti-clockwise movements and retrace vertical lines. Children are familiar with language of directionality, up, down and round<br>Children can find their name card and attempt to copy it | As children continue to copy their name repeatedly, they use the Little Wandle rhymes to write the sounds and some will begin to form recognisable letters.<br>Use the Little Wandle pictures to make stories of the children's names to help them learn to spell them       |
| <b>Final milestone</b>                                                                                                                                                                               | Children will hold their pencil with comfortable grip. They write first two letters with correct directionality                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |



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| 8. Remember three objects in a memory game                                                                    |                                                                                                                                                                                                                  |                                                                                             |
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| <b>First Step</b><br>        | Remember a one step instruction                                                                                                                                                                                  | When taking part in classroom activities, children can be asked a simple instruction        |
| <b>Second milestone</b><br>  | Remember a two step instruction                                                                                                                                                                                  | When taking part in classroom activities, children can be asked two simple instructions     |
| <b>Third milestone</b><br> | Remember two objects                                                                                                                                                                                             | Playing games and as part of songs and rhymes, can children remember two items or two facts |
| <b>Final milestone</b><br> | Children will be able to remember three objects or pictures by playing "Kim's game" making shopping lists, fetching three items that they are asked for. This will prepare them well for blending and segmenting |                                                                                             |

These are our Curriculum goals for F2 at Forest Fields Primary School

We have tailored this curriculum to meet the needs of our rich diversity and our local area.

1. Show friendship, kindness, good sportsmanship and teamwork  
*We want our children to be supportive and of each other and see their classmates as their team.*
2. Ride a pedal bike  
*Forest Fields is a residential area with limited outdoor space. We believe that riding a bike is a skill that will benefit the children greatly now and in their futures*
3. Create an art piece with tweezers using beads or mosaics  
*Hand strength and fine motor skills are crucial for writing and developing creativity will support the children in all aspects of learning*
4. Read a traditional tale  
*We want to develop the children's love of reading so that they can have the enjoyment and challenge of being a storyteller to their peer group*
5. Write a captions and sentences about what they see or experience  
*Our Pen Patrol scheme allows our children to share their home experiences and rehearse what they will say and write about with parental support. This especially supports our EAL learners*
6. Write a story  
*The children can write a simple story they have made up themselves to give them the challenge of being an author and raising their expectations. They can record this in any way that is appropriate to them*
7. How many do you see? How do you see them?  
*We have a maths adventure approach to number. We want the children to be excited by numbers and see that there are many ways to see numbers. This approach also encourages lots of talk and discussion which supports the children's metacognition*
8. Adopt a tree and be able to talk about their tree through the seasons  
*We have many established trees in our grounds. We want to encourage the development of ambitious vocabulary and scientific thinking by noticing similarities and differences as we go through the seasons. This also supports ambitious vocabulary*

9. **Make up a song and perform it**  
*To support the children's metalinguistics skills, we want the children to play with language and find enjoyment and creativity in riddles, rhymes and alliteration.*
10. **Identify countries on a map**  
*We want to celebrate the cultural capital we have at Forest Fields by learning about the countries and cultures of the children and staff at our school. The gingerbread man activity is a way for the children and staff to connect with relative and friends near and far.*
11. **Know Blueprints of stories and their musicality**  
*It is crucial for children to have experience "talking like a book" and understanding musicality of books to develop their own creative writing skills*
12. **Talk about a famous person from the past**  
*As part of British Values, we talk about celebrations during the year. The children will learn about key historical characters that will be built upon year on year in school. They will notice that aspects of life in their time was different from today*
13. **Use ambitious vocabulary**  
*We will exploit the advantage we have at Forest Fields to develop the children's vocabulary as bilingual learners.*
14. **Expressive Arts and design and creating with materials**
15. **Draw like a scientist**
16. **Make a model that can move and light up**

| <b>1. Show friendship, kindness, good sportsmanship and teamwork</b>                                           |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                   |
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| <b>First Step</b><br>         | <b>Show resilience and perseverance in the face of challenge</b>                                                                           | <b>When playing games and trying new activities, the children will be encouraged to keep going and try different solutions. As practitioners we will talk through our thinking so the children can see how we are arriving at ideas and this will encourage the children to do the same. Develop the children's metacognition</b> |
| <b>Second milestone</b><br> | <b>Show and understanding of their own feelings and those of others</b>                                                                    | <b>Begin to develop our sense of team and "class goals" use class points to encourage this. Adults to model this as an EYFS team and express this to the children.</b>                                                                                                                                                            |
| <b>Third milestone</b><br>  | <b>Children talk about our school rules "Ready, Respectful and Safe" and understand how this impacts on everyone</b>                       | <b>Children know the symbols for this and be able to identify positive examples of this</b>                                                                                                                                                                                                                                       |
| <b>Final milestone</b><br>  | <b>Show friendship, kindness, good sportsmanship and teamwork<br/>Understand how to take turns and celebrate each other's achievements</b> |                                                                                                                                                                                                                                                                                                                                   |



| <b>2. Ride a pedal bike</b>                                                                                   |                                                                                        |                                                                                                                                                                   |
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| <b>First Step</b><br>        | <b>Use a balance bike to scoot around the outdoor area showing balance and control</b> | <b>Mini bikers to come in and run sessions to progress the children through the skills and then the children will continue to practise and hone these skills.</b> |
| <b>Second milestone</b><br>  | <b>Steer the balance bike around cones and obstacles</b>                               | <b>Children can design their own obstacle courses for each other to scoot around</b>                                                                              |
| <b>Third milestone</b><br> | <b>Transfer to a pedal bike and be able to put feet down to stop,</b>                  | <b>Add time challenges and races to the obstacle courses.</b>                                                                                                     |
| <b>Final milestone</b><br> | <b>Children ride a pedal bike around the outdoor area. They can steer and brake.</b>   |                                                                                                                                                                   |



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| <b>3. Create an art piece with tweezers using beads or mosaics</b>                                            |                                                                        |                                                                                                |
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| <b>First Step</b><br>        | <b>Look at Rangoli patterns and use loose parts to create a design</b> | <b>Look at Kandinsky designs to see how he uses colour and pattern</b>                         |
| <b>Second milestone</b><br>  | <b>Use tweezers in Finger gym activities to move objects</b>           | <b>Moving increasingly smaller objects from one place to another with increasing challenge</b> |
| <b>Third milestone</b><br> | <b>Use small parts to create a landscape scene</b>                     | <b>Look at examples of artists who use this method such as Andrew Goldsworthy</b>              |
| <b>Final milestone</b><br> | <b>Create an art piece with tweezers using beads or mosaics</b>        |                                                                                                |



**Forest Fields Primary School's Foundation Stage Curriculum**

| <b>4. Read a traditional tale</b>                                                                             |                                                                                                              |                                                                                                                                                           |
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| <b>First Step</b><br>        | <b>Use phonics skills to spot words in big books/Online books. Run, run</b>                                  | <b>Draw attention to words that the children will be able to decode when sharing big books.</b>                                                           |
| <b>Second milestone</b><br>  | <b>Read captions related to familiar traditional tales<br/>I'll huff and I'll puff....</b>                   | <b>Perform scenes on the outdoor stage<br/>Read simple captions from familiar books in guided sessions and reading area</b>                               |
| <b>Third milestone</b><br> | <b>Have a selection of decodable versions of familiar tales available for regular rehearsal and emersion</b> | <b>Encourage the children to listen to these stories regularly and have props and costumes related to these books so they can internalise the stories</b> |
| <b>Final milestone</b><br> | <b>Children choose a traditional tale to read to the class</b>                                               |                                                                                                                                                           |





## **Forest Fields Primary School's Foundation Stage Curriculum**



| 5. Write a captions and sentences about what they see or experience                                            |                                                                                                 |                                                                                                                                                                                                                                                                                                                                              |
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| <b>First Step</b><br>         | <b>Write all the letters of their own name and the pronoun I</b>                                | <b>As children continue to copy their name repeatedly, they use the Little Wandle rhymes to write the sounds and some will begin to form recognisable letters. Use the Little Wandle pictures to make stories of the children's names to help them learn to spell them</b>                                                                   |
| <b>Second milestone</b><br> | <b>Draw pictures and use GPCs learnt to convey meaning.</b>                                     | <b>Use the Pen Patrol scheme, the children will bring in an object/picture from home, practise using the sentence starter of the week to talk about it and use ambitious vocabulary and sticky knowledge throughout the week related to the topic. They will be able to use these sentence structures to talk about their pictures/marks</b> |
| <b>Third milestone</b><br>  | <b>Start to write words independently using known GPCs and spell Little Wandle tricky words</b> | <b>Children use their fingers to segment words. They will learn to spell the Little Wandle tricky words as they are taught.</b><br><br><b>Help children to memorise the sentence</b>                                                                                                                                                         |
| <b>Final milestone</b><br>  | <b>Children will write a caption about something they have seen or experienced.</b>             |                                                                                                                                                                                                                                                                                                                                              |

| 6. Write a story                                                                                              |                                                                                                            |                                                                                                                                                                                                                                                      |
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| <b>First Step</b><br>        | Children will sequence a known story using three pictures from the text                                    | Children will have lots of practise holding three things in their head, memory games, remembering the three options for lunch, being asked to fetch three items for the teacher and remembering three key elements of a story.<br><b>S</b>           |
| <b>Second milestone</b><br> | Children will sequence the story using the icons for character, setting, problem, resolution and ending.   | Children will “box the text” as part of their creative writing routine. They will use the icons for character, setting, problem, resolution and ending. They will record the story using pictures and known GPCs to mark make                        |
| <b>Third milestone</b><br> | Children will change the story using the the icons for character, setting, problem, resolution and ending. | Children will change the story to make up their own as part of their creative writing routine. They will use the icons for character, setting, problem, resolution and ending. They will record the story using pictures and known GPCs to mark make |
| <b>Final milestone</b><br> | Children write a story using character, setting, problem, resolution and ending                            |                                                                                                                                                                                                                                                      |



| 7. How many do you see? How do you see them?                                                                  |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                |
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| <b>First Step</b><br>        | <b>Subitise up to 6</b><br><b>How do you see them?</b>                                                                                                                                                                                                    | The children will have lots of practise subitising numbers to 6 in their dice pattern, number frame, number bonds within 6                                                                                                     |
| <b>Second milestone</b><br>  | <b>Subitise to 9</b><br><b>How do you see them?</b>                                                                                                                                                                                                       | Children will use numicon to learn whether a number is odd and even and then the size of the piece to decide whether it is 3,5 or 7, 9<br>Use children's individual superhero numbers to decide which numbers are odd and even |
| <b>Third milestone</b><br> | Children will learn facts about their friends superhero numbers                                                                                                                                                                                           | Which superheroes are pairs to 10?<br>Which superheroes are doubles dancers?<br><br>Which numbers are in the teen team?                                                                                                        |
| <b>Final milestone</b><br> | Children look at an arrangement of objects/pictures and talk about how many there are and how they see them. They will subitise, use doubles facts, number bonds, knowledge of odd and even and ten frames to decide what they think the number could be. |                                                                                                                                                                                                                                |



| <b>8. Adopt a tree</b>                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                           |
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| <b>First Step</b><br>        | <b>Choose a tree to adopt and make observational drawings of it – looking like a scientist.</b>                                                                                                                                          | <b>The children will have many opportunities through Forest School to name plants and trees around of school environment. They will use “picture this” to find out the unknown names.</b> |
| <b>Second milestone</b><br> | <b>Notice differences to the trees as the seasons change and talk about why this happens</b>                                                                                                                                             | <b>Collect leaves in autumn to make prints and collages<br/>Measure around the trunk and make bark rubbings</b>                                                                           |
| <b>Third milestone</b><br> | <b>Look at information texts about their tree and find out facts about it.</b>                                                                                                                                                           | <b>Make their own diaries/ information texts about their adopted tree.</b>                                                                                                                |
| <b>Final milestone</b><br> | <b>The children will be able to talk about their adopted tree, naming it, describing the changes that happen to it through the seasons, drawing and labelling parts of the tree. Talk about how the tree helps us and other animals.</b> |                                                                                                                                                                                           |



| <b>9. Make up a song and perform it</b>                                                                       |                                                                                                           |                                                                                                            |
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| <b>First Step</b><br>        | <b>Children can recite nursery rhymes from our class anthology</b>                                        | <b>Develop a bank of nursery rhymes that the children know by heart</b>                                    |
| <b>Second milestone</b><br>  | <b>Keep a steady beat whilst singing nursery rhymes</b>                                                   | <b>Use homemade percussion and body percussion to play along with Mrs Cooling's instrument of the week</b> |
| <b>Third milestone</b><br> | <b>Start to play with 5 little Ducks and London Bridge and change to words to make the rhyme humorous</b> | <b>Children develop the metalinguistic skills changing the words of a rhyme</b>                            |
| <b>Final milestone</b><br> | <b>Children compose their own song and perform it to a small group of friends</b>                         |                                                                                                            |



| 10. Identify countries on a map                                                                                |                                                                                                                              |                                                                                                                                                  |
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| <b>First Step</b><br>         | <b>Identify parts of the UK and Nottingham on a map</b>                                                                      | <b>Learn about patron saints of England, Wales, Scotland and Ireland</b><br><b>Talk about Nottingham transportation and features of the city</b> |
| <b>Second milestone</b><br> | <b>Identify the many countries that our Forest Field families come from on a map</b>                                         | <b>Talk about our own families and find out about our cultures, traditions that religions</b>                                                    |
| <b>Third milestone</b><br>  | <b>Send a gingerbread man to a relative near or far and talk about how he will get there</b>                                 | <b>Look at different methods of transportation.</b><br><b>Talk about language of distance.</b>                                                   |
| <b>Final milestone</b><br>  | <b>Identify countries on a map that our gingerbread man has travelled to on a map and talk about how he travelled there.</b> |                                                                                                                                                  |



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| 11. Know Blueprints of stories and their musicality                                                            |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>First Step</b><br>         | Take part in story sessions with parents, practitioners and                | Children will have the opportunity to hear hundreds of stories before coming to school, at school and at home. We will provide a space and opportunity for this to happen with our library and parents sessions.<br>Structured drama sessions with Miss Parr so that children use a story map for the blueprint of the texts and then modify these with their own ideas through substituting characters, settings and problems within a story. |
| <b>Second milestone</b><br> | Use symbols to represent the rhythm, mood and repeated refrains in stories | Have lots of opportunities to hear and read The Gruffalo, We're going on a Bear Hunt, Stick Man, Farmyard Hullabaloo, A Rumble in the Jungle, Dear Zoo, On a dark, dark night, Mr Gumpys outing.                                                                                                                                                                                                                                               |
| <b>Third milestone</b><br>  | Develop rhythm, mood through music                                         | With support from music leader, Ms Crawley and daily music sessions with Mrs Cooling, children will develop rhythm, how to show the mood through music, how to represent the repeated refrains through music.                                                                                                                                                                                                                                  |
| <b>Final milestone</b><br>  | Children will know the blueprints of stories and their musicality.         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## Forest Fields Primary School's Foundation Stage Curriculum

| 12. Talk about a famous person from the past                                                                   |                                                                                                                                           |                                                                                                                                                                                                                               |
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| <b>First Step</b><br>         | Develop general knowledge about people from celebrations and events                                                                       | In the Autumn term the children will learn about Rama and Sita, Guy Fawkes, James I, Jesus, Mary Joseph, In spring they will learn about patron saints<br>In summer they will learn about Queen Elizabeth II and other royals |
| <b>Second milestone</b><br> | Look closely at similarities and differences and think about whether an artefact is from the past or present                              | They will compare clothes and objects from the times these people were born                                                                                                                                                   |
| <b>Third milestone</b><br>  | Talk about people in their own family using language or past and present                                                                  | Children will bring in photos of their families and events in their life to talk about. Try and encourage the children to learn facts about these people, ages, occupations, like and dislikes                                |
| <b>Final milestone</b><br>  | Use “sticky knowledge” facts when talking about a famous person we have learnt about. Compare life in the present to life in their times. |                                                                                                                                                                                                                               |



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| 13. Use ambitious vocabulary                                                                                   |                                                                                                                                           |                                                                                                                                                                                                          |
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| <b>First Step</b><br>         | <b>See links between words</b>                                                                                                            | <b>Digraph, trigraph, triangle, octopus, octagon, Circle, circus, Make a display of these words</b>                                                                                                      |
| <b>Second milestone</b><br> | <b>Use Pen Patrol ambitious vocabulary</b>                                                                                                | <b>We have a list of ambitious vocabulary that we plan as part of our Pen Patrol Sessions. All staff and parents know these words and we use all opportunities to use these words with the children.</b> |
| <b>Third milestone</b><br>  | <b>Know the names of flora and fauna in our immediate environment</b>                                                                     | <b>Take part in RSPB bird watch to learn bird names<br/>Use "picture this" to learn names of plants and trees at our school</b>                                                                          |
| <b>Final milestone</b><br>  | <b>Use ambitious vocabulary and as a class, we will celebrate great vocabulary use by adding words to our display or treasured words.</b> |                                                                                                                                                                                                          |



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| 14. Expressive arts creating with materials                                                                    |                                                                                                          |                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>First Step</b><br>         | <b>Deconstruct boxes in preparation for modelling and to understand how cuboids are created</b>          | <b>Children will learn how to turn boxes inside out<br/>Children will learn different ways to attach items together</b> |
| <b>Second milestone</b><br> | <b>Find ways to cut a hole in the middle of a shape. Practise using fixing tools</b>                     | <b>Using tools such as hole punch, scissors,</b>                                                                        |
| <b>Third milestone</b><br>  | <b>To create moving parts on a model</b>                                                                 | <b>Teach children how to use paper fasteners, dowel, axels,</b>                                                         |
| <b>Final milestone</b><br>  | <b>Plan and create a model with recycled materials that has moving parts they can talk about proudly</b> |                                                                                                                         |



## Forest Fields Primary School's Foundation Stage Curriculum

| 15. Drawing like a Scientist                                                                                   |                                                                                                                                                                             |                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First Step</b><br>         | <b>Start to notice the colour and shape of objects</b>                                                                                                                      | <b>Children will match colours around them to colour swatches.</b>                                                                                                                            |
| <b>Second milestone</b><br> | <b>Start to draw figures and name the parts of the body</b>                                                                                                                 | <b>Start to draw human figures. Draw attention to head, body, limbs, facial features</b>                                                                                                      |
| <b>Third milestone</b><br>  | <b>Start to draw plants</b>                                                                                                                                                 | <b>Draw attention to the colours of the flowers and leaves, look closely at the details of the leaves.<br/>Name the parts of the plant<br/>Look at how plants change in different seasons</b> |
| <b>Final milestone</b><br>  | <b>Use a scientific eye when drawing people, plants and animals from photos and still life.<br/>Talk about their drawings using correct vocabulary and sticky knowledge</b> |                                                                                                                                                                                               |

| 16. Make a model that can move or light up                                                                    |                                                     |                                                                                    |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------|
| <b>First Step</b><br>        | Use different ways to join cardboard                | Learn to use different joining techniques                                          |
| <b>Second milestone</b><br>  | Use different ways to cut cardboard                 | Learn to use first aid scissors, safe saws, and how to push holes safely into card |
| <b>Third milestone</b><br>   | Use snap circuits to make a light, buzzer, motor    | Learn how a circuit works and how to add a switch                                  |
| <b>Final milestone</b><br> | Make a model that can move in some way or light up. |                                                                                    |