



# FOUNDATION STAGE CURRICULUM

The foundation stage begins when the child reaches the age of three years and continues to the end of the reception year.

The last year of the foundation stage is often described as the reception year, since most children are admitted to the reception class of an infant or primary school at some point during that year. The introduction of the foundation stage does not change the point at which attendance at school is compulsory, which is the beginning of the term after a child's fifth birthday. National curriculum programmes of study for key stage 1 have been written to be taught in years 1 and 2. The foundation stage prepares children for learning in key stage 1 and is consistent with the national curriculum.


The foundation stage curriculum is divided into 6 areas of learning:

- 1). Personal, social and emotional development
- 2). Communication, language and literacy
- 3). Mathematical development
- 4). Knowledge and understanding of the world
- 5). Physical development
- 6). Creative development

“The foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children. It is also about developing early communication, literacy, and numeracy skills that will prepare young children for key stage 1 of the national curriculum.”

Margaret Hodge MBE MP.

The early learning goals are in line with the objectives in the frameworks for teaching literacy and mathematics, which should be taught throughout the reception year.



# LONG TERM GOALS FOR SENIOR NURSERY SECTION

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Continue to be interested and motivated to learn
- Develop a positive disposition to learn
- Be confident to try new activities
- Initiate ideas and speak in a group setting
- Develop a sense of belonging
- Maintain attention, concentration and to sit quietly when appropriate
- Opportunities for problem solving
- Respond to significant experiences
- Show a range of feelings
- Develop awareness of their own needs
- To respect their culture and those of others
- To form good relationships with adults
- To work harmoniously as part as a group
- Understanding codes of behavior
- Understand the differences between right and wrong
- Understand the consequences of their words and actions in relation to themselves and to others
- Dress and undress independently
- Manage personal hygiene
- Operate independently in their environment
- Have a positive self image

## COMMUNICATION LANGUAGE AND LITERACY

- Interact with others
- Negotiate plans and activities
- Taking turn in conversations
- Enjoy listening, using spoken and written language
- Sustain attentive listening
- Respond by relevant comments, questions and actions
- Listen with enjoyment
- Respond to stories, songs and music, rhythms and poems
- Make up own stories
- Extend their vocabulary
- To be able to speak clearly, audibly and confidently
- Show awareness of the listener
- Use language to imagine, inact roles and experiences



CONT.


## LONG TERM GOALS FOR SENIOR NURSERY SECTION

- Hear and say initial and final vowel sounds in words and short vowel sounds within words
- To link sounds to letters
- To name and sound letters of the alphabet
- Use phonics to write simple words and attempt more difficult ones
- Explore and experiment with sounds and words and texts
- Read a range of familiar and common words
- Know that print carries meaning
- English is from left to right, top to bottom
- To answer question about where, who, why and how

### MATHEMATICAL DEVELOPMENT

- Show an interest in numbers and counting
- Say and use number names in order in familiar contexts
- Enjoy joining in with number rhythms and sounds
- Count reliably up to ten everyday objects
- Recognize numerals 1 to 9
- Use maths to solve practical problems
- Use vocabulary used in addition and subtraction
- Use more or less in comparison
- Aware a concept of addition and subtraction
- Share an interest in space and shape
- Recognize and recreate simple patterns
- Compare quantities and use appropriate language
- Use positional language
- Show confidence with numbers by initiating or requesting numbers activities
- Use mathematical language in play

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Investigate objects and materials by using all of their sense as appropriate
  - Find out about, and identify some features of living things, objects and events they observe
  - Look closely at similarities, differences, patterns and changes
  - Ask questions about why things happen and how things work
  - Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
  - Select the tools and techniques they need to shape, assemble and join materials they are using
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CONT.

## LONG TERM GOALS FOR SENIOR NURSERY SECTION

- Find out about and identify the uses of everyday technology and use information and communication technology and programme toys to support their learning
- Find out about past and present events in their own lives and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and the nature world
- Find out about their environment and talk about those features they like and dislike
- Begin to know about their own cultures and beliefs and those of other people

### PHYSICAL DEVELOPMENT

- Move with confidence, imagination and in safety
- Move with control and coordination
- Travel around, under, over and through balancing and climbing equipment
- Show awareness of space, of themselves and of others
- Recognise the importance of keeping healthy and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use a range of small and large equipment
- Handle tools, objects, construction and malleable materials safely and with increasing control

### CREATIVE DEVELOPMENT

- Explore colour, texture, shape, form and space in two or three dimensions
  - Recognize and explore how sounds can be changed, sing simple songs from memory, recognize repeated sounds and sound patterns and match movements to music
  - Use their imagination in art and design, music, dance, imaginative and role play and stories
  - Respond in a variety of ways to what they see, hear, smell, touch and feel
  - Express and communicate their ideas, thoughts and feelings by using, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments
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