



# Outdoors

Foundation Stage Curriculum	Skills	Overview						
<p><b><u>Autumn 1</u></b></p> <p><b>Texts</b></p> <p>The Little Red Hen</p> <p>The Scarecrows' Wedding</p>	<p><b><u>Talk4Writing</u></b></p> <p><b>Teach story telling words -</b></p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• who</li> <li>• Early one morning</li> <li>• So</li> </ul> <p>Talk4Writing <b>action</b> display around classroom. Add to display continuously throughout year.</p> <p><b>Writing opportunities -</b></p> <ul style="list-style-type: none"> <li>• Story Maps</li> <li>• Speech Bubbles</li> <li>• Yes/No question – Do you like bread?</li> <li>• Lists</li> </ul> <p><b>Phonics - Teach Speed Sounds Set 1</b>  <b>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</b></p>	<p>In the classroom environment both indoor and out children will have the opportunity:</p> <ul style="list-style-type: none"> <li>• to draw, write and paint</li> <li>• to play with rhyme</li> <li>• to hear and say initial sound in words.</li> <li>• to segment the sounds in simple words and blend them together</li> <li>• to link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• to write own name and other things such as labels and captions</li> </ul> <p>As a class children will be introduced to new stories and <b>Talk4Writing techniques</b></p> <table border="1" data-bbox="1346 879 2074 927"> <tr> <td>Teacher as teller</td> <td>Withdraw and prompt</td> <td>Teacher as listener</td> </tr> <tr> <td>Children as listeners</td> <td>Increasingly join in</td> <td>Children as tellers</td> </tr> </table> <p><b>Story-telling words</b> introduced and class <b>display</b> produced and used as a hook for learning  <b>New vocabulary</b> and <b>word banks</b> built quickly. <b>Characters and settings</b> explored in stories    Opportunities for <b>Story maps, speech bubbles, yes/no questions, lists</b> - alongside <b>physical skills</b> to develop hand, wrist and finger strength. Pencil grip and control    Tweezer skills    Tinker Table – hammers and tacks    Scissor skills –</p> <ul style="list-style-type: none"> <li>• cut straight lines, curved lines and around corners with increasing accuracy</li> <li>• begin to turn the paper with “helping hand”</li> </ul> <p>making and manipulating dough</p> <p><b>Children introduced to systematic synthetic phonics = RWI. Set 1 Sounds</b></p>	Teacher as teller	Withdraw and prompt	Teacher as listener	Children as listeners	Increasingly join in	Children as tellers
Teacher as teller	Withdraw and prompt	Teacher as listener						
Children as listeners	Increasingly join in	Children as tellers						



# Outdoors



Foundation Stage Curriculum DM	Skills	Overview
<p><b><u>Autumn 2</u></b></p> <p><b>Texts</b>                      The Gingerbread Man                       Stick Man</p>	<p><b><u>Talk4Writing</u></b></p> <p><b>Teach story telling words -</b></p> <ul style="list-style-type: none"> <li>• so</li> <li>• but</li> <li>• unfortunately</li> </ul> <p><b>Writing opportunities -</b></p> <ul style="list-style-type: none"> <li>• Story Map</li>   <li>• Labels                      label a gingerbread boy</li>   <li>• What would you use a stick for?</li>   <li>• LOST posters – Stick Man</li>   <li>• Rhyming Words</li> </ul> <p><b>Phonics - Teach Speed Sounds Set 2</b>                      ay, ee, igh, ow, oo, oo, or, ar, ir, ou, air, oy</p>	<p>In the classroom environment both indoor and out children will have the opportunity:</p> <ul style="list-style-type: none"> <li>• to draw, write and paint</li> <li>• to play with rhyme</li> <li>• to hear and say initial sound in words.</li> <li>• to segment the sounds in simple words and blend them together</li> <li>• to link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• to write own name and other things such as labels and captions</li> </ul> <p><b>Next Story-telling words</b> introduced and added to class <b>display</b>.</p> <p>Opportunities for <b>story map, labels - label a gingerbread boy, Simple sentences - What would you use a stick for? LOST poster – Stick Man</b></p> <p><b>Physical skills</b> to continue to develop hand, wrist and finger strength.                      Pencil grip and control  <b>Chop stick skills</b>  <b>Lock Block – keys and padlocks</b>  <b>Hole punch patterns</b>  <b>Letter formation in different medium – ginger, flour</b></p> <p><b>Children progress through RWI phonics – Set 2 sounds</b></p>



**MEDIUM TERM PLANNING | Foundation Stage**  
Nunthorpe Primary Academy

Year Group: FS2