

# Foundation Stones

## Getting Ready for KS1



# What is foundation stones?

Foundation stones is a working document that shows how at Halsnead we prepare children for the curriculum from early on. It is vital that we plan and tailor the early years curriculum to ensure children are prepared for the next step of their learning journey. We use the development matters document as a guide and look at what we cover and how this links to the KS1 curriculum.

This booklet will have a page on the subjects history, science, geography, computing, art, DT, R.E and PSED. Each page will have key heading these are getting ready for, this part will give a brief overview of the KS1 curriculum ensuring all staff are aware of what children's next steps are after early years. Sticky knowledge, this section will explain the knowledge we want children to leave nursery and reception with. Coverage, this section will give details into what we cover in early years that links with the KS1 curriculum in order to give our children the best start. What we do, this section explains how we ensure children are able to leave early years with the knowledge needed. It explain what we do and how we tailor our curriculum to ensure children are always covering the development matter objectives whiles getting ready for KS1. Key vocabulary, this section covers the key vocabulary that we want children to understand in each subject before they leave early years. Key texts, this section is a recommendation of texts that can be used to support children with the different topics.

If you have any questions regarding any of the different areas please do not hesitate to ask or send an email to [natalie.hoang@hps,theheathfamily.org.uk](mailto:natalie.hoang@hps,theheathfamily.org.uk).

Thank you

Natalie Hoang

EYFS Lead

# History in Early Years

## Getting ready for

Cycle A - Children begin by gaining an understanding of chronology by looking at their own history, including the study of timelines and family trees. Children will journey back in time to ancestors in Victorian times. Children will then look at significant people globally through the topic of travel and exploration. They will discuss the achievements of Columbus, Cook, the Wright brothers and Armstrong and compare their significance on local, national and world history. Children will then look at a significant event nationally – The Titanic and its link with Liverpool's history. They will learn about how we know about the past and look at a range of different sources.

Cycle B - This begins with a study of British history. Children will gain a sense of chronology and changes to national life over time. Children will look at how life has changed from the Victorian era to now. They will begin to get a sense of how we know about the past by studying different sources. Children will first be introduced to the concept of Empire by looking at toys they have that are important to them. The final topic of this year, holidays, will enable children to see changes to holidays over time in Britain and the concept of legacy.

## Sticky Knowledge

### **Nursery**

I can tell you my full name and age.  
I can order my day on a timeline.  
I can talk about a significant event in history.  
For example Queen's death and Remembrance day.  
I can name my family members that I live with.

### **Reception**

I can talk about myself.  
I can name my family members and talk about them.  
I can tell you when my birthday is.  
I can order significant events to me on a timeline.  
I can talk about past experiences.  
I can talk about a significant event from my past.  
E.g family wedding, christening, birthday party.  
I can talk about a significant event in history. For example Queen's death and Remembrance day.

## Key texts

- All about families (Usborne)
  - Peace at last
- Queen Elizabeth 11
- The Queens knickers
- The great big book of families
  - Fireworks night

## History coverage

Children will gain a sense of past and present. They will talk about events that happened in their lives and begin to order events on a timeline. Children will gain a sense of what the past is and what the word history means. Children will learn about significant events in their lives. They will talk about significant events in their parents lives. Children will learn about significant events that have taken place nationally during their life time. Children will learn what a significant event is and why it is important in history to remember them.

## Key Vocabulary

### **Nursery**

History, Mum, Family, Dad, Brother, Sister, Timeline,

### **Reception**

History, Significant event, Past, Future, Present, Relative, Cousins, Grandparents, Aunties, Uncles, Timeline, Siblings.

## What we do!

In early years we begin our year with the topic all about me. Children begin to gain an understanding of themselves and who they are. We then talk about our families and who their family members are. We spend time talking in small groups or whole class sessions around ourselves and our family. Children have access to photographs of their families and others within our provision. This promotes conversation and gives children exposure to the key vocabulary. Throughout the year we share a variety of stories fiction and non-fiction that explore many different types of families. In Early years we have mapped out all current significant events that we can share with the children. For example, bonfire night, the Queens passing and the kings coronation. We talk about significant events and the meaning of an event in their lives such as birthdays, christenings and weddings. We explore these events and set up role play opportunities for children to access in provision. We also use the language past and present when learning our days of the week on a daily basis.



# Science in Early Years

## Getting ready for

Cycle A begins with children building their observation skills by studying the weather and seasons. Children will begin by learning about the changing seasons and the weather associated with them. Children then study the human body, learning to identify and name parts of the body which will form a basis for later work. Children will learn about different materials and their everyday uses. A firm foundation of plant and animal knowledge is fundamental to children's progress across cycle A. Children will develop their observational throughout the topics allowing them to look at and describe what they see accurately using scientific language. The year ends with a study of environmental scientists and how their work has shaped the world.

Cycle B begins with children gaining knowledge on classification of life and the habitats and needs of creatures. They will gain an understanding of the diet of animals, plants and simple food chains. They will learn about how different materials are used in everyday life based on their properties and how the shape of these materials can be changed through different forces. Children will learn about the needs of plants by conducting simple enquiries. This will lead to the needs of animals including humans. Children will learn what these creatures need for survival and the importance of diet and exercise. The year will end with a study of famous scientists and their contribution to the world.

## Sticky Knowledge

### **Nursery**

I can describe the weather e.g it is sunny today.  
I can use my senses and describe what I can feel, touch, smell, hear or taste.  
I can talk about the differences between materials and changes they notice.  
I can name my body parts.  
I know a plant needs water and sunlight to grow.  
I can care for an animal.  
I know the basic lifecycle of a plant and an animal.  
I can describe different forces.

### **Reception**

I can name the four seasons.  
I can name different materials and describe them. E.g the dough is smooth, the grass is wavy.  
I can name the five senses.  
I can label a plant.  
I know the lifecycle of a plant.  
Identify the seasons and the effect of changing seasons on the natural world around them.

## Key texts

- Hello autumn
- Life cycle of ....
- My big book of the five senses
- The winter hedgehog
  - Winter sleep
  - Finding spring
- When spring comes
  - Summer story
- Daisy's science

## Science coverage

Children will be able to make observations around the weather on a daily basis and be able to name the four seasons. The children will leave EYFS understanding the five senses and the body parts we use to explore these. Children will use their senses to be able to explore and describe a variety of materials. Children will have lots of experiences with natural materials and observe how they change. All children will leave with experiences of caring for plants and animals. They will understand the importance of looking after living things and the basic needs plants and animals have. Children in EYFS will explore numerous experiments and be able to explore how things work.

## Key Vocabulary

### **Nursery**

Push, Pull, Weather, Sun, Rain, Cloud, Senses, Plant, Animals, Life cycle, Materials, Magnetic, nose, ear, hands, mouth, eyes

### **Reception**

Senses, touch, taste, hear, smell, see, life cycle, plant, animal, stem, leaf, flower, petal, materials, wood, plastic, glass, metal change

## What we do!

In early years we aim to prepare our children for the science curriculum daily. We introduce weather and seasons to the children on their first day. We sing songs and discuss the weather with the children each day. Introducing new vocabulary enabling children to leave early years with good understanding of the weather and the patterns it has. Through understanding the world we expose children to lots of natural materials and allow them to use all their senses to explore different materials and their properties. Our provision is enhanced and adapted weekly to give children lots of different opportunities to engage in lots of hands on and practical play in preparation for when they begin basic experiments. Our children are encouraged to be inquisitive and explore how things work and change over time. We observe seasonal changes through many walks around our school grounds, we observe the winter changes of how water freezes to ice and melts when it is getting warmer. Children help make our dough weekly and observe how all the ingredients change into dough once mixed together. We also prepare children for their KS1 plants and animals topic through children given many opportunities to plant and look after plants in our outdoor areas. We look at how we look after and care for animals through having our own tadpoles, caterpillars and chicks to care for. Children are also able to explore life cycles and understand a very simple life cycle sequences.

# Geography in Early Years

## Getting ready for

Cycle A begins with children building their knowledge of where we are. Children will begin by learning about Whiston and the geography of our local area. Children then look at the bigger picture of Liverpool and the United Kingdom. Children will learn powerful knowledge about the United Kingdom to enable them to compare where they live with human environments in the world in later cycle A topics. A firm foundation in mapping skills and locational knowledge is fundamental to children's progress across cycle A. Children will also be introduced to data collection and fieldwork as they study weather patterns across the UK and learn about the concepts of rural and urban places.

Cycle B begins with children gaining locational knowledge of where we are in the World. Children will look at where the UK is in the World. Studying the continents, oceans, the equator and other world geography will help children with future cycle B topics where they will need to map out mountains, rivers, rainforests, volcanoes and other world features. 'Hot and Cold Around the World' will provide a base of knowledge about the equator and the poles that will be built upon in many future cycle B topics.

## Sticky Knowledge

### **Nursery**

I can tell you the country I live in.  
I can observe the weather and describe it.  
I can find simple objects on a map.

### **Reception**

I can tell you the name of my street, and the town I live in.  
I can read a simple map.  
I can draw a simple map.  
I can explain the weather changes across the seasons.  
I know there are different countries in the world and can name some of them.  
I can recognise the England flag  
I know why we recycle.

## Geography coverage

Children will be able to talk about where they live. They will know their street name and recognise familiar places on their journey to school. Children will know they live in Whiston and the country England. They will leave early years recognising maps and being able to draw a simple map. Children will have understanding that there are different countries in the world and that there are different weather patterns in different countries for example the north pole is cold. Children will have understanding of the four seasons and how the weather changes across the year. Children will be able to choose clothing that is appropriate for different climates. We talk to our children about recycling and looking after the environment. Children will have good understanding of the importance of respecting our environment.

## Key Vocabulary

### **Nursery**

Map, Country, Weather, Seasonal changes, England, Home

### **Reception**

Map, Countries, Street, Town, Whiston, Flag, Landmarks, Recycling

## Key texts

Lets go for a walk  
We live here to  
All the colours of the earth  
This is the way we go to school  
Recycling things to make and do

## What we do!

In early years we aim to prepare our children for the KS1 geography curriculum through numerous ways. We celebrate numerous celebration around the world and talk about the different countries. For example, Diwali and Chinese new year. This allows children to gain a sense of understanding that there are other countries than England. We talk to children about where they live. We talk about the country England and show them this on a map. We then get children to talk about their local area and look at what we see on our way to school. We take children on walks in the local area so they have a sense of belonging and are able to see some of the local landmarks. We discuss the weather daily and talk about the appropriate clothing for different climates. Our provision gives children access to a map and world globe for them to investigate.

# Art in Early Years

## Getting ready for

Cycle A – Children begin by gaining an understanding of primary colours, before exploring the secondary colours and how these are made by using the three primary colours. Children delve into the skill of self-portraits, focusing on famous portraits that have been created throughout history, looking especially closely at Frida Kahlo, the skills used and colours before finally creating their own. Textiles come next and this is where children explore art through different textures. Henry Moore is closely looked at, leading children to experiment and explore ways they can use wax to create a wax resist piece, Children end the cycle by delving into the world of collage. Children look at the famous work of Henri Matisse and explore how they can use the skills of layering, tearing and cutting to create a final collage piece that is packed with texture and colour. Throughout this cycle, children will evaluate, observe and cast opinions on famous artwork, techniques and their own art.

Cycle B – Cycle B begins with drawing, where the children experiment and explore the different skills and techniques that are encompassed in the drawing realm. Children gain insight into the different medias that can be used to draw - chalk, pens, pencils, pastels - and use a viewfinder to help them zone in on smaller pieces to discover and create fine detail using the skills of blending and shading. In Spring term, the children are introduced to the technique of printing and focus on the famous work by William Morris. Children will understand that printing is a process of transferring images from one surface to another and include the techniques of rolling, stamping and pressing. Cycle B ends with the children being introduced to sculpture. Children gain understanding in that a sculpture is a 3D piece of artwork and malleable materials can be used to create this. Children in KS1 will explore temporary sculpture art by creating their own sculpture.

## Sticky Knowledge and skills

### **Nursery**

I know what an artist does.

I can draw simple objects

Join different materials and explore different textures

I know colours mix into other colours

I give meaning to my skills

I can name a variety of mark making tools

I can create patterns in my art work

### **Reception**

I can name famous artist.

I can name the primary colours

I can name some artists and talk about their work

I understand what a collage is and can create one independently

I understand what printing is and use this technique in my art work.

## Art coverage

Children will leave early years understanding that we can make marks using a variety of tools and will have begun to make purposeful meaning to their own art work.

Children will have been exposed to a variety of colours and be given daily opportunities to experiment with the colours and observe the changes made.

Children create a simple self portrait and are able to make meaningful marks to represent themselves using a variety of tools, such as paint, dough, chalk, pencils, crayons and felt tip pens. We share a variety of art work with the children and allow them to try and replicate their own versions of these masterpieces. For example we look at the famous artists Alma Thomas and Jackson Pollack. Children will leave Early years with the basic foundations needed to create simple drawings using pencils. Children will be exposed to patterns and create these through printing. Children will leave early years with the understanding that we can build 3D pieces of art this is explored through a variety of ways such as transient art and making models using different materials such as fabric, cardboard, plastic and natural resources.

## Key Vocabulary

### **Nursery**

Art, Artist, Mix, Mark Make, Patterns

### **Reception**

Primary colours, Texture, 3D Model, Sketch, Print, Thread, collage

## Key texts

A blaze with colour — a story of Alma Thomas

Mix it up

Mixing

The painting in book

Beautiful oops

I feel teal

My colour is rainbow

Be still life

Red a crayons story

## What we do!

In early years art is part of our daily practice it is embedded into our provision. Children are given daily opportunities to use their imagination to create their own independent art work. Our classrooms indoors and outdoor reflect this as there are a large variety of art materials for children to access. We ensure children are able to paint, sketch, chalk and make marks with natural resources each day. We focus on a different artist each half term, we discuss the artist work and expose the children to pieces of the work. We then allow children to freedom to create similar pieces using a variety of tools. We celebrate the children's work ensuring they are proud of everything they create, this is also displayed around the classroom. Adults model different techniques such as painting small and large marks, printing with different materials and creating models that are 3D this enable children to be inspired and practice these techniques themselves.

# P.E in Early Years

## Getting ready for

Our PE curriculum is sequential, progressive and systematically deepens children's growing knowledge and skills, building on the key fundamental skills each year as they progress through the school. In KS1, both cycle A and cycle B follow the same structure that covers a wide breadth of sports, physical activities and opportunities for competition: invasion games, gymnastics, dance, athletics, tennis and cricket and rounders. As well as these core topics, children will engage in additional learning opportunities including yoga, fitness and orienteering. Children begin both cycles with invasion games: basketball in Cycle A and handball in Cycle B. Children will build upon their skills from their EYFS topics (throwing and catching and ball skills) and will begin to explore different ways to use, move and send the ball. As children move onto gymnastics, they build upon their knowledge and skills developed in their previous EYFS unit (movement development) and focus on the key elements of gymnastics including balances and travelling. In Spring, children will then take part in dance, where they will create and perform movement phrases using a range of different body actions and body parts, working towards composing short dances that express and communicate mood, ideas and feelings both independently and with others. Following dance, children will develop their knowledge and skills in athletics, focusing on developing their running, jumping and throwing techniques. Finally, Summer term will see children engaging in tennis, where children will build a foundation for sending and receiving a ball whilst mastering the technique of how to hold a tennis racket and control their movement. Both cycles end with cricket and rounders, with children taking part in lessons that will develop their throwing and catching skills.

## Sticky Knowledge and skills

### **Nursery**

I can balance  
I can run, jump, hop and skip  
I can use large movements to wave flags, streamers and make big marks with a variety of tools.  
I can hold a pose  
I can ride a scooter or a trike.

### **Reception**

I can talk about why exercise is important  
I can move in a variety of ways with control and grace  
I have good posture when sitting  
I can pass a ball  
I can aim and hit a target when throwing an object

## Key texts

Breathe like a bear  
My daddy is a pretzel  
Where going on a bear hunt  
I will dance  
Jitterbugs  
She's got this

## P.E Coverage

Children will leave early years with the skills needed to continue their P.E journey in KS1. Children will develop their gross and fine motor skills through a wide range of activities in our provision in order to prepare them for KS1. Children will also gain understanding of why physical exercise is important and how it keeps us healthy. The children in nursery and reception are taught P.E in the hall using the whole school scheme that we follow. Children in EYFS cover the topics ball skills, fun and games, working with others, dance skills, me and myself, throwing and catching and fitness. Throughout these topics the children are taught balance, dancing, a variety of ball skills such as kicking, catching and throwing. The children look at and explore different ways to travel for example, walking, running, crawling and hopping. This will support children with their navigation and coordination skills. Children will cover the basics of what it takes to be a good team member and have understanding of this to prepare them to play sports such as hockey, basketball and football.

## Key Vocabulary **Nursery**

Balance, Throw, Catch, Kick, Move, Crawl, Hop, Jump, Stretch

## **Reception**

Roll, Navigate, Exercise, Posture, Pass, Aim, Pose

## What we do!

Physical development is a huge part of our early years and we have many daily activities that prepare children for KS1. Children start their day with an activity to develop their fine or gross motor skills such as dough disco, yoga and squiggle while you wiggle. All of these activities support children with developing coordination skills.

All children are taught P.E lessons weekly that follow our whole school scheme and teach children a variety of skills which are stated in the above. These lessons also prepare children for KS1 as they allow children to become familiar with the routines that we follow. Our provision also supports children physical development children have access to a variety of balls, hoops, bats and other sports equipment.

Adults may set up an activity and model for the children or the children can use the equipment how they choose. We have a large variety of large loose parts that children enjoy moving around safely and using to create their own obstacle courses that allows them to refine their balancing and movement techniques.

# Computing in Early Years

## Getting ready for

Cycle A begins with online safety by understanding the importance of keeping personal information safe and where to go to for help. Children will learn how to group and sort deepening our children's understanding of maths. By spring, our children will learn about the use information technology by exploring technology outside of school and how to use spreadsheets by; opening and saving, adding data to a cell and moving between cells. The year ends with children developing their understanding of algorithms in the form of setting up simple instructions to solve a problem. This knowledge is built upon each year.

Cycle B begins with digital literacy by deepening our children's understanding of online safety, by knowing how to search and share safely and introducing emails as a form of communication. Children will build upon their understanding of information technology in the form of spreadsheets and using specific functionality such as: editing, adding digital images, copying and pasting tools and using a spreadsheet to add total amounts and to create a table and graph. Children will learn what algorithms are building upon Year 1 learning. Our children will create a program, read blocks of code and predict what will happen next. Other coding functionality will be developed across the term. The year ends with children learning how to present ideas digitally in the form of a story, quiz fact file and present to their class.

## Sticky Knowledge and skills

### **Nursery**

I can talk about the meaning of safety.  
I can recognise an ipad, laptop, computer and phone.  
I can navigate objects forwards and backwards.  
I can follow simple instructions when moving in different ways,

### **Reception**

I understand the word privacy.  
I understand that we can find information on the internet.  
I can talk about what technology is.  
I can name the parts of a computer/laptop e.g keyboard, mouse and screen.  
I can turn a computer on and off.  
I can follow simple instructions to move an object or myself to a different place. E.g move the mouse 2 steps forward.

## Computing coverage

Children will leave EYFS with the understanding of the vocabulary safe and privacy, in preparation for learning all about internet safety in year 1. They will have an understanding that we can find lots of information on the internet and that we can use the internet on different devices. Children will be able to follow simple instructions that allow them to move objects or themselves in different directions. Children will have been exposed to a variety of technology and had some experience of using it. Children will become familiar with the computer suite and turning a computer on and off.

## Key Vocabulary

### **Nursery**

Computer, iPad, laptop, safety, forwards, backwards, instruction

### **Reception**

Privacy, internet, technology, keyboard, mouse, screen.

## Key texts

Once upon a time online  
A little book about safety

## What we do!

In early years we prepare the children for the KS1 curriculum in a variety of ways. We expose them to technology in our provision where children are able to role play with laptops, cameras, tablets and other devices. Adults will model role playing with these devices using the correct vocabulary for the different parts for example the mouse. Children are able to use interactive boards to play a variety of games on different websites. We show children that we can find information through using google and other search engines. We talk about the words safety and privacy in lots of different situations so that children have understanding in preparation for E-Safety lessons in KS1. We work with the children on positional language and moving themselves or different objects in our maths or physical development sessions. This enables children to have an awareness of moving in different directions and will prepare them for coding lessons in KS1.