



## Stowford School Foundation Curriculum

At Stowford, our curriculum is thoughtfully structured around key themes and child-initiated learning, supported by tailored adult guidance that meets each child's individual developmental needs. Our planning emphasizes essential social and learning skills necessary for formal education, building on the foundational learning from nursery.

We are dedicated to providing children with opportunities to explore the developmental areas of the Early Years Foundation Stage (EYFS) through active learning and play. In this nurturing environment, children forge meaningful relationships with their peers and adults, allowing them to thrive as explorers, active learners, critical thinkers, and compassionate friends.

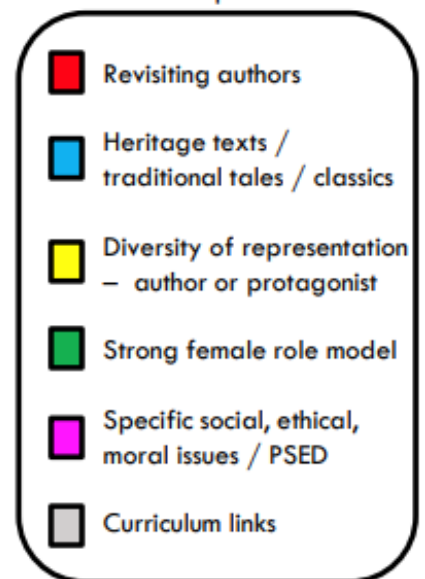
We aim to prepare our children for lifelong learning through a rich and vibrant curriculum that challenges every learner. This curriculum cultivates the knowledge, skills, and understanding that serve as essential building blocks for their future, embodying our values of Respect, Excellence, Friendship, Determination, Inspiration, Courage, and Equality.

Our approach is anchored in a selection of high-quality texts that form the foundation for learning. We go beyond traditional classroom experiences, offering a diverse range of enriching opportunities that enhance the educational journey.



































































Our goal is to elevate each child's school experience by creating an environment that actively promotes success and encourages personal growth. This includes hands-on activities, trips, and collaborative projects that enable children to apply their learning in meaningful contexts. Through these varied experiences, we support each child's unique developmental journey.

At Stowford, we believe that cultural capital is essential for equipping children with the knowledge and skills they need for their futures. By exploring new skills and experiences, we nurture independence, resilience, curiosity, and creativity in every child.

### Key themes



## Progression of knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<b>All about me!</b>  <b>Feelings</b>	<b>Changes in weather</b>  <b>Celebrations</b>	<b>Once upon a rhyme</b> <b>Traditional Tales and</b> <b>Nursery Rhymes</b>	<b>Under the sea</b>	<b>Down on the farm</b>	<b>On Safari</b> <b>Comparing animals</b> <b>near and far</b>
<b>Key Moments</b>	Starting School Celebrating differences Harvest Halloween	Remembrance Day Bonfire Night Diwali Christmas	Valentine's Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter	School art gallery Earth Day	Father's Day Sports Day End of Term
<b>Wild Tribe Daye link to</b> 	<b>Room on the Broom</b> Julia Donaldson  	<b>Stickman</b> Julia Donaldson   	<b>The Princess and the Wizard</b> Julia Donaldson   	<b>The Snail and the Whale</b> Julia Donaldson   	<b>The Scarecrow's Wedding</b> Julia Donaldson    	<b>The Ugly Five</b> Julia Donaldson    
<b>Literature Spine</b>	<p> <b>The Colour Monster goes to School</b> Anna Llenas</p> <p>  <b>The Squirrels who Squabbled</b> Rachel Bright</p> <p> <b>Dogger</b> Shirley Hughes</p> <p> <b>This is the Bear</b> Sarah Hayes</p> <p> <b>The Wonder</b> Faye Hanson</p> <p>  <b>Martha Maps it Out</b> Leigh Hodgkinson</p> <p><b>Extra:</b> Books about families and starting school</p>	<p>  <b>Celebrations around the World</b> Katy Halford</p> <p> <b>Pumpkin Soup</b> Helen Cooper</p> <p>  <b>Owl Babies</b> Martin Waddell</p> <p> <b>To Catch a Star</b> Oliver Jeffers</p> <p> <b>Orion and the Dark</b> Emma Yarlett</p> <p> <b>The Christmas Story</b> Heather Amery</p> <p><b>Extra:</b> Christmas stories</p>	<p> <b>Mr Wolf's Pancakes</b> Jan Fearnley</p> <p> <b>The Gingerbread Man</b> Mara Alperin</p> <p> <b>Each Peach, Pear Plum</b> Janet and Allen Ahlberg</p> <p> <b>The Three Little Pigs</b> Mara Alperin</p> <p> <b>The Foggy Foggy Forest</b> Nick Sharatt</p> <p> <b>Favourite Nursery Rhymes</b> Ladybird</p> <p><b>Extra:</b> Nursery rhyme books and fairy tale stories</p>	<p>  <b>Sharing a Shell</b> Julia Donaldson</p> <p>  <b>Commotion in the Ocean</b> Giles Andreae</p> <p>   <b>Clean up!</b> Nathan Byron</p> <p> <b>Sally and the Limpet</b> Simon James</p> <p> <b>The Rainbow Fish</b> Marcus Pfishter</p> <p>  <b>I una Loves Art</b> Joseph Coelho</p> <p><b>Extra:</b> Non-fiction texts about oceans and sea creatures</p>	<p>  <b>Mrs Noah's Garden</b> Jack Morris</p> <p> <b>Farmyard Hullabaloo</b> Giles Andreae</p> <p> <b>Chicken Clicking</b> Jeanne Willis and Tony Ross</p> <p>  <b>Winnie-the-Pooh Helps the Bees!</b> Catherine Shoolbred</p> <p>  <b>Farmer Duck</b> Martin Waddell</p> <p> <b>William Bee's Things That go!</b> William Bee</p> <p><b>Extra:</b> Non-fiction texts about farms and animals</p>	<p> <b>We're Going on a Lion Hunt</b> David Axtell</p> <p>  <b>Rumble in the Jungle</b> Giles Andreae</p> <p>  <b>The Lion Inside</b> Rachel Bright</p> <p>  <b>Handa's Surprise</b> Eileen Browne</p> <p> <b>There's a Tiger in the Garden</b> Lizzy Stewart</p> <p>  <b>Anansi and the Golden Pot</b> Taiye Selasi</p> <p><b>Extra:</b> Non-fiction texts about animals.</p>



## Communication and Language

*Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Vocabulary development is crucial to the development of communication, understanding and language.*

<b>Skills</b>	<p>I know how to listen carefully.</p> <p>I can use new words that I have learnt.</p> <p>I can use and respond to social phrases.</p> <p>I can retell familiar stories, remember and repeat phrases from these.</p>	<p>I can ask questions to find out more about something I am interested in.</p> <p>I can talk about things that I have experienced in detail.</p> <p>I can use new words that I have learned in lots of different ways.</p>	<p>I can talk about an idea and make connection to another idea by using words like; and, or, but because.</p> <p>I can talk about stories in my own words.</p>	<p>I listen to information books and can talk about what I have learned.</p> <p>I can show an interest in using books that give me information, like a book about caring for pets.</p> <p>I can use clear, well-formed sentences to talk about my ideas.</p>	<p>I can talk about how to solve problems and give explanation about how things work and might happen.</p>	<p style="text-align: center;"><b><u>ELG</u></b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and action when being read to and during whole class discussions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction with modelling and support from their teacher.</p>
	<b>Knowledge</b>	<p>I know why listening is important.</p> <p>I know how to use new words in sentences.</p> <p>I know how to respond to others, when spoken to.</p>	<p>I know how to ask a question.</p> <p>I know how to talk to my peers.</p>	<p>I know that I can choose books to find the answers to questions.</p>	<p>I know that books can give me more information.</p> <p>I know how to verbally construct coherent sentences.</p>	<p>I know to explain to others how I have solved problems.</p>



## Personal, Social and Emotional development

*Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.*

<p><b>Skills</b></p>	<p>I can listen to others and be kind and caring.</p> <p>I can express my feelings.</p>	<p>I show awareness of other people's feelings.</p> <p>I can identify that I am important as an individual person, sharing my successes and that I am proud of myself.</p>	<p>I can recognise and talk about how I am feeling.</p> <p>I can manage my own personal hygiene.</p>	<p>I can play fairly and cooperate with my friends.</p> <p>I know ways to help myself feel calm.</p>	<p>I can keep on going with something even when I find it challenging.</p> <p>I can think about how other people are feeling in different situations.</p>	<p><b>ELG</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>Give focused attention to what the teacher says, responding appropriately, and show an ability to follow instructions involving several ideas and actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
<p><b>Knowledge</b></p>	<p>I know why rules are important and how to follow them</p> <p>I know how to be a good friend.</p> <p>I know what feelings are.</p> <p>I know how to communicate my feelings to an adult.</p>	<p>I know how to respond appropriately to other people's feelings.</p> <p>I know that I should treat everyone equally and recognise successes in myself and others.</p>	<p>I know how to communicate my emotions with my peers.</p> <p>I know different strategies that will help me to stay calm.</p>	<p>I know and can talk about the importance of: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time and have a good sleep routine.</p>	<p>I know and can talk about the importance of being a safe pedestrian.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>



## Physical Development

*Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and gross movement.*

*Children must also demonstrate fine motor coordination and skill with accuracy.*

<b>Skills</b>	<p>I have a good posture when sitting at a table or on the floor.</p> <p>I am learning special skills I need to manage my day at school successfully.</p> <p>I am learning to improve my rolling, crawling, walking, jumping, skipping, hopping and climbing.</p>	<p>I can use a range of movements with ease.</p> <p>I can move with increasing control and grace.</p>	<p>I can respond quickly to changes of speed and direction.</p> <p>I can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I can develop a handwriting skill that is fast, accurate and efficient.</p> <p>I have the body strength, coordination and balance to engage in future PE and physical disciplines like dancing, swimming and gymnastics.</p>	<p>I am confident in using a range of large and small equipment safely indoors and outdoors.</p> <p>I am developing confidence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming balls.</p>	<p><b>ELG</b></p> <p>Negotiate space and obstacles safely; with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing (tripod grip in most cases)</p> <p>Use a range of small tools.</p>
	<b>Knowledge</b>	<p>I know how to sit at a table correctly.</p> <p>I know how to manage the different routines within my school day.</p>	<p>I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.</p> <p>I know how to sensibly and carefully carry out these movements.</p>	<p>I know how to change speed and direction quickly when I've been told.</p> <p>I know how to hold and use writing tools correctly.</p>	<p>I know my dominant hand and can use it with good control.</p> <p>I know how to use one-handed tools and equipment safely, for example, making snips in paper with scissors.</p>	



## Literacy

*The early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and develop vocabulary.*

<p><b>Skills</b></p>	<p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words.</p> <p>I can write my name.</p>	<p>I am learning to read some letter groups such as th, sh, ee and say the correct phoneme for them.</p> <p>I can form lower case letters correctly.</p>	<p>I can form lower case and capital letters correctly.</p> <p>I can spell words by segmenting a word and identifying the sounds.</p>	<p>I can read some common exception words.</p> <p>I can read simple phrases and sentences that are made up of words with familiar letter sound correspondences.</p> <p>I can write short sentences with words when I know the sound/ letter correspondences.</p>	<p>I am building up my confidence and my fluency in word reading.</p> <p>I can use a capital letter and a full stop when writing a sentence.</p> <p>Re-read what I have written to check that it makes sense.</p>	<p><u>ELG</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonics knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p><b>Knowledge</b></p>	<p>I know what letters are in my name and how to write them accurately.</p> <p>I know that each letter makes a different sound when reading.</p>	<p>I know how to write letters, where to begin and end when writing each letter.</p> <p>I know that a digraph means 2 letters that make one sound.</p>	<p>I know what a capital letter is and how it looks in comparison to a lower case letter.</p> <p>I know how to orally segment a word and blend words.</p>	<p>I know that common exception words (tricky words) cannot be phonetically decoded.</p> <p>I know how to decode unfamiliar words.</p> <p>I know that a sentence is made up of words and a space is needed between each word.</p>	<p>I know why it is important to re-read my written sentences.</p> <p>I know where to position a capital letter and full stop in a sentence.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems during role play.</p>



## Mathematics

*The early teaching of mathematics involves providing children with opportunities to develop and improve their skills and depth of knowledge in understanding and using numbers to 10, subitising, and recalling number bonds to 5. The use of mathematical language is required to explain and develop ideas to challenge thinking.*

<p><b>Skills</b></p>	<p>I can count objects, actions and sounds.</p> <p>I can quickly recognise a group of up to five objects without counting and can match the correct numeral to the right amount.</p>	<p>I can count beyond 10.</p> <p>I can compare numbers of items.</p>	<p>I understand the 'one more than/ one less than' relationship between consecutive numbers.</p> <p>I can select and rotate shapes, this helps me to learn spatial reasoning skills.</p>	<p>I am learning about how numbers are made up of other numbers up to 10.</p> <p>I can compare lengths, weight and capacity.</p>	<p>I know and can say number bonds for numbers 0-5 and some to 10.</p> <p>I can continue, copy and create repeating patterns.</p> <p>I am learning about how shapes can be combined to make new shapes.</p>	<p><b>ELG</b></p> <p>I have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds to 50 and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Knowledge</b></p>	<p>I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>I know how to efficiently count groups of objects.</p>	<p>I know how to compare using comparison vocabulary- more, less, equal.</p> <p>I know the order of numbers up to 10 and can apply this when counting aloud.</p>	<p>I know how to use a number track to find one more and one less.</p> <p>I know how to use concrete resources to represent numbers.</p> <p>I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid)</p> <p>I know how to describe the position of a shape using key vocabulary- below, above, next to, behind, in front of.</p>	<p>I know that not all objects are the same length and I can choose equipment to help me measure length.</p> <p>I know and understand words such as: heavy, light, full, empty, nearly full/ empty, half full.</p> <p>I know how to use balance scales to compare the weight of objects.</p> <p>I know that 2 or 3 numbers can be combined to make another number.</p>	<p>I know how to notice and correct an error in a repeating pattern.</p> <p>I know what a number bond is and I can recall some number bonds up to 10 quickly.</p> <p>I know that shapes be composed and decomposed to make new shapes.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



## Understanding of the World

*This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, culture and the environment.*

<p><b>Skills</b></p>	<p>I like to talk about my family and can name and describe people that I have come across within my community.</p> <p>I understand that some places are special to members of my community.</p> <p>I can draw information from a simple map.</p>	<p>I understand that people have different beliefs and celebrate special times in different ways.</p> <p>I understand that seasons change.</p>	<p>I am learning about the past and present by comparing and contrasting characters from stories.</p>	<p>I enjoy exploring the natural world and can describe what I see, hear, feel when outdoors.</p>	<p>I know that the local area I live in is different to other environments.</p> <p>I understand that there are similarities and differences between life in this country and life in other countries.</p>	<p><b>ELG</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class. Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p>
<p><b>Knowledge</b></p>	<p>I know why we use maps and what information they can give us.</p> <p>I know what family and community mean and why they are important.</p> <p>I know what the past is and I can use pictures to explain changes from the past to the present.</p> <p>I can organise events using a basic chronology.</p>	<p>I know why it is important to respect other people's beliefs.</p> <p>I know that we have 4 seasons in a year.</p> <p>I know that the weather changes in different seasons and this can impact on the different activities we do and what we wear.</p> <p>I know that people celebrate in different ways.</p>	<p>I can identify what a special place is and explain why it might be special to others.</p> <p>I can make observations about the characters in stories which help me learn about the past and present.</p>	<p>I can name and describe some plants and animals.</p> <p>I know and understand the key features of simple life cycles.</p> <p>I know that life is different for people in different countries- weather and animals.</p>	<p>I know that there are different countries and environments in the world.</p> <p>I know and understand the key features of the life cycle of a plant.</p> <p>I know how to plant seeds and care for growing plants.</p> <p>I know that life is different for people in different countries- weather, food, clothes, celebrations, animals and climate.</p>	<p>Know some similarities and differences between life in the country and life in other countries. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Drawing on experience's and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



## Expressive Arts and Design

*This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.*

	I enjoy exploring an engaging in making music and dance.	I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody.  I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I enjoy creating storylines in my pretend play.  I can create collaboratively with others. I can share my ideas, resources and skills.	I can listen attentively to, move to and talk about music, expressing my feelings and response.	I can perform by myself or in a group.  I can return to and build on my previous learning, by refining my ideas and developing ways to represent them.	<b>ELG</b>  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.
<b>Knowledge</b>	I know that instruments make different sounds. I know that I can make music using a range of resources, even making our own.  I know that I can move my body to create shapes and movements to music.	I know how to mix colours to make new colours.  I know how to use tools safely when constructing.  I can use different joining techniques.	I know how to communicate my ideas to others, showing my peers my skills.  I can suggest roles that I can play.  I know how to be patient, negotiate and solve conflicts when engaging in pretend play.	I know what a musician is.  I know what pattern and rhythm is.  I can discuss changes that happen as a piece of music develops.	I know how to choreograph dance moves using steps and techniques I have learnt.  I know how to keep a steady beat when playing an instrument.  I can choose instruments for a specific purpose.	Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others.

<b>Areas of learning that will build on the learning from nursery</b>	Learning about myself and others around us	People, places and events that are special to you and others	Sharing stories that we like	Oceans	Farming	Animals big and small
	Growing up	Seasonal changes	Nursery Rhymes	Beach	The environment around us	Animals local and worldwide
	Changes	Weather changes	Retelling traditional tales	Summer	Farm animals	Differences
	Jobs and people who help us	Celebrating different festivals	Talking about characters	Seasons	Growing and life cycles	Changes
	Our community	Firework safety	Special places - churches, castles etc.	Animals under the sea or found at the coast	Farm jobs	Journeys
	Feelings and emotions	Christmas	Performing stories and songs	Environment	Farm machinery	Africa

