

## Foundation Stage Curriculum Statement 2011-2012

At The Prague British School we use the English National Curriculum to cover the subjects of English and Mathematics and The International Primary Curriculum (IPC) to cover all other subject areas, which are taught through an integrated approach.

The following IPC Units of Work are covered in the Foundation Stage:

Class/es	Term 1	Term 2	Term 3
Foundation 1 (Nursery) (or Year A in a two year cycle)	All About Me	Houses and Homes	Let's Pretend
	Up and Away	Animals	Olympics
Foundation 2 (Reception) (or Year B in a two year cycle)	Family and Friends	Bears	Going Places
	Food	Plants & Flowers	Olympics

### English (Literacy)

#### Speaking

- Enjoy listening to and using spoken and written language and readily turn to it in play and learning
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Use language to imagine and recreate roles and experiences
- Speak clearly and audibly with confidence and control and show awareness of the listener
- Extend their vocabulary, exploring the meanings and sounds of new words

#### Listening and Responding

- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Extend their vocabulary, exploring meanings and sounds of new words

#### Group discussion and interaction

- Interact with others, negotiating plans and activities and taking turns in conversation
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

#### Word recognition: decoding (reading) and encoding (spelling)

- Explore and experiment with sounds, words and text
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
- Hear and say sounds in words in the order in which they occur
- Read simple words by sounding out and blending the phonemes all through the word from left to right.
- Recognise common digraphs
- Read some high frequency words
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read a range of familiar and common words and simple sentences independently
- Read texts compatible with their phonic knowledge and skills
- Read and write one grapheme for each of the 44 phonemes

## **English continued**

### **Word structure and spelling**

- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

### **Understanding and interpreting texts**

- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Extend their vocabulary, exploring the meaning and sounds of new words
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Retell narratives in the correct sequence, drawing on the language patterns of stories

### **Engaging and responding to texts**

- Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions and actions
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Use language to imagine and recreate roles and experiences

### **Creating and shaping texts**

- Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

### **Text structure and organization**

- Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

### **Sentence structure and punctuation**

- Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation

### **Presentation**

- Use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed.

## **Mathematics (Numeracy)**

### **Using and applying mathematics**

- Use developing mathematical ideas and methods to solve practical problems
- Match sets of objects to numerals that represent the number of objects
- Sort objects, making choices and justifying decisions
- Talk about, recognise and recreate simple patterns
- Describe solutions to practical problems, drawing on experience, talking about their own ideas, methods and choices

### **Counting and understanding number**

- Say and use number names in order in familiar contexts
- Know that numbers identify how many objects are in a set
- Count reliably up to 10 everyday objects
- Estimate how many objects they can see and check by counting
- Count aloud in ones, twos, fives or tens
- Use language such as 'more' or 'less' to compare two numbers
- Use ordinal numbers in different contexts
- Recognise numerals 1 to 9

### **Knowing and using number facts**

- Observe number relationships and patterns in the environment and use these to derive facts
- Find one more or one less than a number from 1 to 10
- Select two groups of objects to make a given total of objects

### **Calculating**

- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting
- Count repeated groups of the same size
- Share objects into equal groups and count how many in each group

## **Mathematics continued**

### **Understanding shape**

- Use familiar objects and common shapes to create and recreate patterns and build models
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes
- Use everyday words to describe position

### **Measuring**

- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities
- Use everyday language related to time; order and sequence familiar events and measure short periods of time

### **Handling data**

- Sort familiar objects to identify their similarities and differences
- Count how many objects share a particular property, presenting results using pictures, drawings or numerals

## **International Primary Curriculum: 4 Strands of Learning**

The point at which children actually start working towards the Milepost 1 goals of the Main IPC Programme will depend on their individual circumstances and needs. It will also depend on the professional judgment of their teachers. Almost all children will start this process by the time they are six and many may start younger than this.

### **Strand 1: Independence and interdependence**

This strand focuses to a large extent on the children's personal goals and their relationships with other children.

Children learn about:

- Their own rights and those of others
- Diversity
- Standing up for themselves and others
- Their own gender and the opposite gender
- Their own ethnic group and other ethnic groups
- Their family background
- Respecting and interacting with people who are different from themselves
- Their relationships with others
- Their ability to acquire new interests and skills
- Their own particular strengths
- Interpersonal skills
- Strategies for solving conflicts in peaceful ways
- Positive and constructive attitudes to competition
- Taking another's point of view
- Empathising with others
- Taking part in group activities
- Playing alone, alongside others and with others
- Taking responsibility for their own actions
- Expressing disagreement and difference of opinion in appropriate ways, respecting rules about their relationship with others and their environment
- The links between school and the wider world
- The local area
- Playing an active part in school activities
- Caring for the immediate environment
- Expressing their own ideas
- Taking on different roles in different contexts
- The routines, customs and regular events of school
- Rules, responsibilities and rights
- Acceptable behaviour

## Strand 2: Communicating

This strand is primarily about developing skills in communication including speaking and listening, reading and writing, early numeracy work and the expressive arts.

Children learn about:

- Using gesture and expressive body movement for communication
- Understanding non-verbal messages
- Using language skills in a variety of contexts
- Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and to enjoy stories and rhymes
- The practical use of at least one language
- The value of their first language
- Enjoying and using verbal communication
- Listening attentively and responding appropriately to others
- Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- Exploring and observing the use of print
- Stories and literature valued by the cultures in their community
- Enjoying and using words and books
- Exploring and observing the use of numbers in purposeful activities
- Using mathematical symbols and concepts
- Enjoying and using numbers
- Some of the technology and resources used for mathematics, reading and writing
- Creating stories and symbols
- Materials and technology used in creative and expressive arts
- Using the processes of art and craft
- Using different media to express a mood or a feeling or for representing information
- Being creative and expressive through a variety of activities
- Singing songs, including songs of their own and those from different countries and cultures
- A selection of the art, craft, songs, music and stories which are valued by the cultures in the community
- Enjoying and using music, art, drama and dance
- A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture.

### **Strand 3: Exploring**

Through this strand the children's skills in inquiry are developed.

Children learn about:

- Making decisions, choosing their own materials and setting their own problems
- Taking responsibility for their own learning
- Trying things out, using exploration and curiosity as important and valued ways of learning
- Taking part in symbolic, pretend or dramatic play
- Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- Controlling their bodies and developing fine and gross motor control
- Actively exploring and making sense of the world by using tools, materials and equipment
- Moving in space and moving to rhythm
- Using a variety of strategies for exploring and making sense of the world
- Setting and solving problems
- Looking for patterns, classifying things for a purpose, guessing, using trial and error
- Thinking logically, making comparisons and asking questions
- Explaining, listening to others, taking part in reflective discussion, planning and observing
- Identifying and using information from a range of sources
- Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- Representing their discoveries using a variety of media, including ICT
- Enquiring, researching and exploring to draw conclusions about the world around them
- A range of materials in daily use
- Spatial representations such as maps, diagrams, photographs and drawings
- Stories including myths, legends and other fiction
- The Earth and beyond
- Significant features of the locality
- Social relationships and social concepts, such as friendship and authority, and social rules and understandings
- The natural environment and their own place in it
- Responsibility for the well-being of both the living and the non-living environment
- The living world and how to care for it

### **Strand 4: Healthy living**

Using the statements within this strand children are encouraged to understand how to look after themselves and each other.

Children learn about:

- Keeping themselves healthy
- Self-help and self-care
- Making choices
- Paying attention
- Concentrating
- Coping with change
- Their own personal worth
- Expressing emotions and emotional needs
- Keeping themselves safe from harm

For more information about the IPC, please go to the IPC website:  
[www.internationalprimarycurriculum.com](http://www.internationalprimarycurriculum.com)