



## Foundation Stage Curriculum Map

	Autumn	Spring	Summer
<b>Communication, language and literacy</b>	<p>Phonics – L&amp;S Phase 1 and 2</p> <p>Introducing keywords for children to recognise and write</p> <p>Story telling curriculum – actions questions</p> <p>Letter formation –using read, write, incl. mantras</p> <p>Bubble names/name writing</p> <p>Verbal recounts</p> <p>Write dance/primary movement/squiggle while you wiggle – finger rhymes</p> <p>Blast – Nursery</p> <p>Rhyme time and story time</p> <p>Sequencing – beginning, middles and end of stories</p> <p>Poetry – rhyming words</p> <p>Talk bags – children to take turns bring in an item special to them from home to talk about to their class/group</p> <p>Non-fiction work - lists and labels</p> <p>Trip to the Arc – performance</p> <p>Nativity – Oracy/performance</p> <p>Listen to stories with increased attention and recall</p> <p>Understand that print carries meaning</p>	<p>Phonics – L&amp;S Phase 1, 2 and 3 Reception</p> <p>Introducing keywords for children to recognise and write</p> <p>Story telling curriculum – oral story-telling and maps</p> <p>Guided read/guided write – sustained writing</p> <p>Name writing (N)</p> <p>Pie Corbett lower school literacy focus</p> <p>Creating curiosity</p> <p>Writing opportunities including – letter, invite, poster, labels and captions</p> <p>Rhyme</p> <p>Poetry</p> <p>Verbal recounts</p> <p>Talk bags – children to take turns to take a bag / bear home</p> <p>Non-fiction work</p> <p>Spontaneous opportunity to write x 2</p> <p>What have I done today writing</p> <p>Assembly – Oracy/performance</p> <p>Retell a familiar story</p> <p>Sequencing – beginning, middle and end of stories</p>	<p>Phonics re-cap Phase 3 and move into Phase 4 (Phase 1 continuous – Nursery moving into Phase 2 if appropriate)</p> <p>Continue with keywords for children to recognise and write</p> <p>Forming capital letters</p> <p>Teach letter names</p> <p>Storytelling curriculum – story writing and using maps to begin to gain more writing ‘stamina’</p> <p>Rhyme</p> <p>Non-fiction Work – recipes, instructions, labelling parts of a plant</p> <p>Poetry</p> <p>Verbal recounts</p> <p>Spontaneous opportunity to write x 2</p> <p>What have I done today writing</p> <p>Assembly – Oracy/performance</p> <p>Expressing opinion</p> <p>Predicting</p>
<b>Maths</b>	<p>Introducing numbers 1 to 10 and 1 to 20</p> <p>Pirate/magic numbers – daily talk around different ways of representing a number</p> <p>Introduction to number mantra formation (N)</p> <p>Daily tally chart (N)</p> <p>Counting 1 to 10 (N) and 1 to 20 (R)</p> <p>Counting cars, colours, people walking by – children to tally things they can see</p>	<p>2D / 3D shape</p> <p>Repeating patterns</p> <p>Counting 1 to 20 and beyond</p> <p>Counting up/down from a given number</p> <p>Height/length (ordering)</p> <p>Recognise numbers to 20 and beyond –</p> <p>Use of 100 square – problem solving</p> <p>1 more/1 less to 10</p>	<p>Weight</p> <p>Time – measuring short periods of time, everyday language</p> <p>Ordinal Numbers</p> <p>Counting in 2s, 5s</p> <p>2D/3D revision</p> <p>Problem Solving – Making our own number sentences</p>

	<p>Making groups of a given number 1 more 1 less to 5 2D shape – shape view finders Positional language Digit dance</p>	<p>Counting in 10's – Spring 2 Daily tally chart (Nursery) Simple addition (and subtraction) – mad minutes Mad minutes – sorting/counting (Nursery) Estimation Problem solving Making a number sentence Positional language Number bonds to 10</p>	<p>Doubles Money – beginning to use everyday language Addition/subtraction Doubles/halves to 20 Simple addition (and subtraction) – mad minutes Mad minutes – ordering numbers (N) Mini area challenges – (N) Making halves and wholes – baking and play dough (fractions)</p>
<b>Understanding of the world</b>	<p><b><u>Marvellous Me &amp; Under the Sea</u></b> <b>People and communities:</b> All about me (Nursery and Reception) Christmas Walk to the post box as a FS and post letters wrote in literacy to home/Santa <b>Technology:</b> ICT - learn parts of the computer – keyboard, mouse and monitor Begin to log on (using colour spots) Using mouse to select 2simple, Education City Use of iPad safely – model applications Model use of ICT equipment in areas: CD player (observations) Story phones <b>The World:</b> Comparing 'ourselves' and other communities around the world (Diwali, Christmas, Bonfire night and Harvest) Harvest Festival celebration – end of September 2Simple – fireworks pictures Mendi/Rangoli patterns – 30<sup>th</sup> October Ice excavating – freeze toys in water, frozen water in glove Under the Sea (Reception) <b>Visit Science Dome – themes</b> Autumn (Nursery and Reception)</p>	<p><b><u>Could it be Magic?</u></b> <b>People and communities:</b> People who help us Good v Evil – super hero's Mother's Day Magician visitor <b>Technology:</b> ICT – media project – using a camera 2Animate/photo simple Video cameras – hot-seating a character Parent and child – shared learning <b>The World:</b> Science experiments around food – mouldy bread, changes etc. Living eggs – chicks to visit school Butterfly kits Materials Easter Spring 1 Chinese New Year – look at animals in the zodiac – January - celebrate as a Foundation Stage Holi 13<sup>th</sup> March Zoo Lab visitor – 13<sup>th</sup> January Animals that help us – bees etc. Type a caption (literacy link) <b>Visit – The Farm</b></p>	<p><b><u>Here comes Summer</u></b> <b>People and communities:</b> Family holidays Past and present holidays Circle time – share summer experiences, similarities &amp; differences <b>Technology:</b> ICT - maps – Beebot iPad – holiday diary Coding – Espresso <b>The World:</b> Holidays/maps Transport –camper/caravan Garden Cooking – making fruit kebabs, smoothies and milkshakes. Include the design element Planting Healthy lifestyles <b>Trip</b></p>
<b>Physical Development</b>	<p>What do different parts of the body do? Write dance/primary movement/squiggle while you wiggle Activate Let's Move (BBC School Radio)</p>	<p>Dance celebration Gymnastics – simple sequences of movements Write dance/primary movement/squiggle while you wiggle</p>	<p>Athletics Team games Olympics week Write dance/primary movement/squiggle while you wiggle</p>

	<p>Nativity Dough disco Fine motor skill opportunities Managing own personal needs Yoga Bugs Children become independent at dressing with support Tooth Brushing N, R, Y1</p>	<p>Activate Dough disco Fine motor skill opportunities Managing own personal needs Children to continue to be independent at dressing with support Yoga Bugs Tooth brushing Nursery, Reception Year 1</p>	<p>Activate Dough disco Fine motor skill opportunities Managing own personal needs Yoga Bugs Tooth brushing Nursery, Reception, Year 1</p>
<b>PSED</b>	<p>Systems/rules Set up Care Card systems 30 days of 'kindness'/'spread the happiness' Lunchtime routines – healthy eating Visitors – respond appropriately to visitors Jenny Mosley – clapping games – playtimes games I wonder/surprise box/question bags Jugs and herrings – drugs Listening with Lola and speaking with Kofi Circle time/nurturing programme Box full of emotions Snack time (Nursery) Blast (Nursery) Similarities &amp; differences Modelling <b>all</b> areas in the classroom Use of puppets circle time</p>	<p>Systems/rules Care Card systems SRE Lunchtime routines – healthy eating Circle time/friends I wonder/surprise box/question bags Similarities and differences between characters R.E syllabus – 'Being Special' Circle time/nurturing programme Box full of emotions Listening with Lola and speaking with Kofi Use of puppets circle time</p>	<p>Systems/rules Care Card systems Lunchtime routines – healthy eating Circle time/friends Economic well being I wonder/surprise box/question bags Circle time/nurturing programme Box full of emotions Listening with Lola and speaking with Kofi Use of puppets circle time Transition to Reception Transition into Year 1</p>
<b>Expressive arts and design</b>	<p>Independent creative areas Paint skills – powder, watercolour, poster paint, finger, etc. Tiny Tweeties Observational painting Colour mixing – (N) – Colour weeks Baking – make play dough on a regular basis (party bags containing a different special ingredient e.g. ginger, glitter, herbs, food colouring) Portrait compositions Observational drawing of ourselves and our friends Beat Baby – Ros Bayley Foundation Stage singing – send home to parents a booklet with examples of song we sing Nativity songs Model use of musical instruments in areas</p>	<p>Independent creative areas Use of DT table Outdoor weaving Dance celebration Tiny Tweeties Basic food technology skills – spreading etc Paint skills – powder, watercolour, poster paint, finger, etc. Observational painting Colour mixing – (N) – colour weeks Baking – make play dough on a regular basis (party bags containing a different special ingredient e.g. ginger, glitter, herbs, food colouring) Foundation Stage singing Un-tuned percussion Tuned percussion Bench decorating</p>	<p>Independent creative areas Paint skills – powder, watercolour, poster paint, finger, etc. Tiny Tweeties Observational painting Artist study Welly planting Use of creative area ongoing Un-tuned percussion Tuned percussion Simple compositions using graphic score Creating and tasting fruit kebabs, milkshakes and smoothies Gardening club Decorating plant pots Create fence art work Outdoor crafts Use of DT table</p>

	Tapping their names Baking Christmas crafts parent and child Decorating bare branches of our trees/paint a tree		
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