



Foundation Stage Curriculum Map - 2021/2022

	Autumn		Spring		Summer	
Learning linked to Understanding of the World Any learning, or personal experiences that are linked to a place/country will be plotted on a class globe, so that the children are able to make links between their learning and develop a deeper understanding of the wider world.						
<b>Themes</b>	Elmer – We are special Nursery Rhymes How have I changed? My Family Our Lives	The Nativity Percy the Park Keeper Our Lives	Pirates Flight/Transport Arctic and Antarctica Superheroes	Space Dinosaurs The Farm New life/Spring – Eggs, plants	Africa – Handa’s Surprise Habitats Mini beasts Life Cycles	Fairy tales and Fantasy Castles The borrowers Fairies Potions – scientists Seaside
	Seasons and Weather – Autumn/Winter		Seasons and Weather – Winter/Spring		Seasons and Weather – Spring/Summer	
<b>Possible Texts</b>	Self-regulation & Managing Self focus: The Elmer Stories The Colour Monster Nursery Rhymes The Lion Inside The Rainbow Fish  The Little Red Hen	Percy the Park Keeper Stories The Nativity Story Non-fiction – irreversible changes and magnets Christmas Stories and non-fiction Giraffe’s Can’t Dance  Rama and Sita	The pirates next door Pirates love Underpants Julia Donaldson Books Non-fiction – Chinese New Year Mrs Armitage’s Bike	Farmer Duck An Egg is Quiet A nest is noisy Non-fiction – farm animals Owl Babies The Tiny Seed	Handa’s Surprise and Handa’s Noisy Night Atlas focus Rumble in the Jungle Non-fiction – animals and their habitats, minibests The Very Hungry Caterpillar The Snail and the Whale What the Ladybird Heard	Traditional tales and fairy tales Bible stories Library visits Stickman The Jolly Postman The Lighthouse Keeper’s Lunch What the Ladybird Heard at the Seaside
<b>People of Interest</b>	Ourselves and our families	Guy Fawkes Jesus Christ (Nativity Story)	Amelia Earhart Real life superheroes – People who help us  Julia Donaldson	Neil Armstrong Dr Mae Jemison – first African American woman astronaut Isaac Newton – gravity Mary Anning	David Attenborough Tessa Sanderson – Javelin at the Olympics Rosa Parks	Seaside in the Past Royals Joseph Lister – discovered germs

<p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Settling into Foundation Stage</p> <p>Introducing rules/routines</p> <p>Listening and joining in with stories</p> <p>Nursery rhymes, rhyme and alliteration</p> <p>Respond to simple instructions</p> <p>Talking about themselves and their family – what makes you unique</p> <p>Sharing learning under the visualiser</p> <p>Playground games</p> <p>Taking part in class discussions</p> <p>Listening carefully – Our Talk Charter</p>		<p>Talk partners</p> <p>Understanding how to ask questions</p> <p>Using full sentences to answer questions and share information</p> <p>Kindness balloons – being kind to ourselves and others</p> <p>Sharing learning under the visualiser – talking about their favourite part/successes</p> <p>Using vocabulary influenced by books – story specific words including retelling stories</p> <p>What makes a good listener? Our Talk Charter</p> <p>Detailed discussions about key learning</p>		<p>Asking and answering how and why questions</p> <p>Talking about their learning</p> <p>Using a wide range of vocabulary in their play</p> <p>Describe events in detail – using correct past tense and time connectives</p> <p>Sharing learning under the visualiser – explaining process and next steps</p> <p>Transition to Year 1</p> <p>Using recently introduced vocabulary (including story words) to explain understanding and link to learning</p> <p>Detailed discussions about key learning</p> <p>What makes a confident talker (Our Talk Charter)</p>	
<p><b>Personal, Social and Emotional Development</b></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>LEAD values – clouds</p> <p>Executive function strategies – working memory</p> <p>What makes us special – what am I good at?</p> <p>What makes me unique?</p> <p>Being kind and staying safe</p> <p>Getting to know each other and making friends</p> <p>Our feelings</p> <p>Getting changed for PE</p> <p>Confidence building</p> <p>Sharing, taking turns</p> <p>Waiting politely</p> <p>Personal hygiene – handwashing and toileting</p> <p>Whole School Assembly Focus:</p>	<p>LEAD values – clouds</p> <p>Executive function strategies – working memory</p> <p>Building self-confidence to speak in front of groups and the class</p> <p>Growth Mind set</p> <p>Self-regulation strategies – dealing with emotions</p> <p>Children to explain their thoughts and feelings to others</p> <p>Building constructive and respectful relationships</p> <p>Personal hygiene – handwashing and toileting</p> <p>Whole School Assembly Focus: How</p>	<p>LEAD values – clouds</p> <p>Executive function strategies –self-control</p> <p>What helps us stay healthy and safe?</p> <p>British values – helping and feeling proud</p> <p>Identify and moderate own feelings – self regulation</p> <p>Kindness Superheroes – being kind to ourselves and thinking about others feelings</p> <p>New Year’s resolutions</p> <p>Personal hygiene – handwashing</p> <p>Getting changed for PE independently</p> <p>Whole School Assembly Focus:</p>	<p>LEAD values – clouds</p> <p>Executive function strategies –self-control</p> <p>How can we help others? What makes a good friend?</p> <p>Growth mind set – showing resilience and challenging ourselves</p> <p>Kindness balloons</p> <p>Self-regulation strategies</p> <p>Sharing learning – feeling proud</p> <p>Being role models for behaviour and effort</p> <p>Personal hygiene – handwashing</p> <p>Getting changed for PE independently</p> <p>Whole School Assembly Focus:</p>	<p>LEAD values - clouds</p> <p>Executive function strategies – working memory, mental flexibility, self-control</p> <p>Looking after others</p> <p>Learning under the visualiser – feeling proud and explaining processes</p> <p>Being role models for behaviour and effort</p> <p>Personal hygiene – handwashing</p> <p>Getting changed for PE independently</p> <p>Whole School Assembly Focus: How do we respect our planet?</p>	<p>LEAD values – clouds</p> <p>Executive function strategies – working memory, mental flexibility, self-control</p> <p>Looking after others</p> <p>Taking part in Sports Day</p> <p>Growth mind set – taking on challenges and understanding changes</p> <p>Transition to Year 1 activities – using Year 1 classrooms to develop confidence</p> <p>Learning under the visualiser – feeling proud and explaining processes</p> <p>Being role models for behaviour and effort</p> <p>Whole School Assembly Focus: Transition and Dealing with change</p>

	Healthy Me – mental and physical health	are we all unique? Promoting diversity	Resilience – successful role models	Lifting limits – gender stereotyping		
<b>Physical Development</b>	Gross Motor	P.E. Moving in different ways P.E. Early ball skills Crates – climbing and balance Bikes and trikes The Daily Mile	P.E. Gymnastics P.E. Ball Skills Ball skills – aiming, dribbling, pushing, throwing, catching, kicking The Daily Mile		P.E. with MSP Dance P.E. Games (Team focused) The Daily Mile Small equipment – bats and balls, scoops Basket ball hoop Yoga and plank challenge Movement to number songs Hoops and skipping ropes Big blue blocks – building a range of creations, making obstacles to go under, over, through and around	
	Fine Motor	Throwing and catching Large motor movements Core body strength and cross body movements Yoga and Plank challenge Movement to number songs Bikeability Parachute games Climbing – adventure trail Getting changed for PE	Using apparatus/large construction Moving safely when using equipment/apparatus Using equipment – beanbags, bats, balls Yoga, plank challenge Obstacle courses – refining balance, positional language Movement to number songs			
		Fine motor strength opportunities <ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Threading</li> <li>• Playdough – manipulating objects</li> <li>• Messy Play</li> <li>• Loose parts</li> </ul> Using hand tools (cutting, playdough tools) to make changes to materials Cutting in snips Holding pencil/paintbrush beyond whole hand grasp Using Chalk Large scale drawing and writing Pencil to paper – developing muscle tone Construction opportunities – mobilo Doing zips and buttons Finding a dominant hand	Fine motor strength opportunities to refine motor control <ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Threading</li> <li>• Plastercine</li> <li>• Messy Play</li> <li>• Loose parts</li> </ul> Using hand tools (cutting, playdough tools) to make effective changes to a range of materials Cutting a straight line Handwriting Posture and core strength How to draw resources for refining pencil control and movement Modelling of correct pencil grip and drawing/writing skills Construction opportunities – large knex Becoming more careful with colouring skills		Fine motor strength opportunities to refine <ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Threading</li> <li>• Clay</li> <li>• Messy Play</li> <li>• Loose parts</li> </ul> Handwriting – holding a pencil with the correct grip, control and effective pencil pressure Strength, posture, core muscle movements Fine motor opportunities to refine control Cutting skills – cutting in a curved line and around shapes How to draw resources for refining pencil control and movement Construction opportunities – lego, shapes that connect, loose parts Careful colouring – inside the lines Drawing recognisable pictures	
<b>Literacy</b>	Phase 1 Phonics: Rhyme, rhythm and alliteration Sound discrimination	Choosing a book – class choice each day Story den The Nativity Story – Retelling stories (story	Modelled comprehension Access to a variety of books (fiction, non-fiction, poems)	Comprehension skills – anticipating events and prediction Modelled comprehension	Telling own stories Use language and vocabulary linked to books Fairy tales, traditional tales and fantasy stories Alternative fairy tales	
Comprehension						

<p>Word Reading</p> <p>Writing</p>	<p>Body percussion and clapping</p> <p>Listening and joining in with stories and rhymes</p> <p>Access to a variety of books</p> <p>Sharing a book</p> <p>Retelling stories (story den, puppets, role play)</p>	<p>den, puppets, role play)</p> <p>Comprehension skills</p> <p>Access to a variety of books (fiction, non-fiction, poems)</p> <p>Simple comprehension skills – looking at pictures</p>	<p>Developing comprehension words – simple inference based on feelings and actions</p> <p>Retelling stories (story den, puppets, role play, making own props and puppets)</p> <p>Repeating key phrases – vocabulary from books</p>	<p>Access to a variety of books (fiction, non-fiction, poems)</p> <p>Answering questions using full sentences</p> <p>Retelling stories (story den, puppets, role play, making own props and puppets)</p> <p>Repeating key phrases – vocabulary from books</p>	<p>Access to a variety of books (fiction, non-fiction, poems)</p> <p>Answering questions – how, why with increased detail</p> <p>Retelling stories (story den, puppets, role play, making own props and puppets)</p>
	<p>Daily Phonics - Phase 1 and 2</p> <p>Oral blending</p> <p>Modelled blending</p> <p>Shared stories as a class</p> <p>Reading scheme books</p> <p>Singing songs, reciting common phrases</p> <p>Phase 2 common exception words</p> <p>Learning songs - Harvest</p>	<p>Modelled blending phase 2</p> <p>Segmenting and blending CVC</p> <p>Shared stories as a class</p> <p>Daily phonics teaching – phase 2 and 3</p> <p>Reading scheme books</p> <p>Singing songs, reciting common phrases</p> <p>Phase 2 common exception words (consolidate)</p> <p>Syllable clapping</p> <p>Learning songs - Nativity</p>	<p>Consolidating knowledge of phonemes</p> <p>Modelled blending phase 2 and 3</p> <p>Developing independence in blending</p> <p>Modelled fluent reading</p> <p>Daily phonics teaching – phase 3</p> <p>Reading scheme books</p> <p>Echo reading</p> <p>Singing songs, reciting common phrases</p> <p>Phase 3 common exception words</p> <p>Assembly songs</p>	<p>Modelled blending phase 2 and 3</p> <p>Modelled fluent reading</p> <p>Reading simple sentences with increasing independence</p> <p>Daily phonics teaching – phase 3 and 4</p> <p>Reading scheme books</p> <p>Echo reading</p> <p>Singing songs, reciting common phrases</p> <p>Phase 3 common exception words (consolidate)</p> <p>Capital letters and letter names</p> <p>Learning songs – African music</p>	<p>Modelled blending phase 2 and 3</p> <p>Modelled fluent reading</p> <p>Daily phonics teaching – phase 4</p> <p>Reading scheme books</p> <p>Echo and Choral reading</p> <p>Singing songs, reciting common phrases</p> <p>Reading simple sentences with increasing independence</p> <p>Singing songs, reciting common phrases</p> <p>Reading phase 3 common exception words in phrases and sentences</p> <p>Learning songs – minibeasts song, end of year song</p>
	<p>Early drawing skills – mark making</p> <p>Writing name</p> <p>Posture and pencil strength – fine motor</p>	<p>Drawing by creating shapes</p> <p>Posture and pencil strength – fine motor</p>	<p>How to draw to support more detailed drawings</p> <p>Posture and pencil strength – fine motor</p>	<p>Creating more complex drawings with how to draw</p> <p>Using finger spaces</p>	<p>Creating more complex drawings – drawing from pictures, photos and live objects</p> <p>Capital letters and letter names</p> <p>Capital letters at the beginning of sentences and for names</p>

	<p>Oral segmenting Phase 2 phonemes Modelled segmenting Formation practice – phase 2 Supported to use handwriting lines</p>	<p>Writing CVC word labels Formation practice – phase 2 into phase 3 Using handwriting lines with guidance</p>	<p>Developing independence in segmenting to spell. Writing captions and labels using phase 2 and 3 graphemes Using full stops at the end of sentences Correct formation of phase 2 graphemes Using handwriting lines with increasing independence</p>	<p>Handwriting and formation Writing simple sentences Writing for a purpose – lists, captions, labels Capital letters and letter names Writing common exception words Using handwriting lines with increasing independence</p>	<p>Finger Spaces and Full stops with increasing independence Writing for different purposes – letters, stories, lists, instructions Writing common exception words in phrases, captions and sentences Using handwriting lines independently</p>
<p><b>Mathematics</b></p> <p>Number</p> <p>Numerical Patterns</p>	<p>Numbers to 5 – recognition and writing Correspondence Early subitising skills – to 2 Outdoor maths opportunities for number recognition, ordering, writing, corresponding</p>	<p>Numbers to 10 – recognition and writing Correspondence Composition of numbers to 5 Number bonds to 5 (addition and subtraction within 5) Outdoor maths Formation of numbers Subitise to 4</p>	<p>Numbers to 15 – recognition and writing Correspondence to 20 Subitising to 5 in a range of ways Number bonds to 10 Early composition of number to 10 Early addition and subtraction (concrete)</p>	<p>Numbers to 20 – recognition and writing teen numbers Addition and subtraction (C, P, A) Solving problems Composition of number – including number facts. Confidence in subitising to 5</p>	<p>Addition and subtraction Solving problems involving addition, subtraction, doubling and sharing Composition of number – including number facts. Subitise beyond 5</p>
	<p>Counting skills – counting songs and games up to 10 Pattern of numbers to 5 – adding one more, taking one away</p>	<p>Counting skills – counting up to 20 Ordering numbers to 10 Odd and even numbers to 10</p>	<p>Counting skills – counting beyond 20 (bridge numbers) Numbers to 15 Teen pattern of the number system Comparing quantities and groups – greater than, less than and the same</p>	<p>Counting skills – counting beyond 20 (bridge numbers) Odd and even numbers to 20 – finding the pattern Number patterns – teen pattern and 20 Doubling Comparing quantities and groups – how many more? Less?</p>	<p>Counting beyond 20 - Count to 100 songs Counting in 2s and 10s – songs and rhymes (pattern of numbers) Doubling, halving and sharing Odd and even numbers</p>

	2D shapes – construction Early Capacity	Making patterns 2D and 3D shape names Measuring Weight	2D properties Measuring Distance Positional Language	Making repeated patterns 3D properties	Measurement – length Capacity (linked to making potions) Time Directions (movement language) - Beebots Big Blue Blocks – Problem Solving	
<b>Understanding the World</b> (including Religious Education)  Past and Present  People, Culture and Communities  The Natural World	How have we changed? Babies and family Mud kitchen Home corner	Christmas and the Nativity – visit to the church Remembrance Day – thinking about the past and how we remember now Christmas tree tradition	Our New Year – celebrating in the past and in different countries Shrove Tuesday Amelia Earhart – famous people of the past Transport – past and present Julia Donaldson	Mary Anning – dinosaurs Neil Armstrong Dr Mae Jemison – first African American woman astronaut Waddington – past and present	Africa – past and present Tessa Sanderson – Javelin Rosa Parks	compared to now – roads, electricity, houses History of castles – looking at a range, why they were built and when Seaside – past and present Fairy Tales and Traditional Tales Royal Families
	Being unique – Myself and my special things Rosh Hashannah	Christmas and the Nativity Hannukah Bonfire night Diwali Christmas tree tradition - Germany	Our New Year Chinese New Year Real life superheroes – people who help us	Learning about our community – link to playhouses	Handa – how an African child lives, comparing different culture and communities	Special books – Bible stories Fairy Tales and Traditional Tales Royal Families
	Harvest – plants Seasons and weather Forest School – making mud Making Biscuits	Irreversible changes – bread, toast Seasons and weather Magnets Floating and sinking related to pirate ships Percy the Park Keeper – immediate environment	Reversible changes – ice Observing changes linked to Seasons Arctic and Antarctic– location, animals, inuits Developing an understanding of the world on a globe – linked to pirates and flight Forest school – bird feeders	The farm – visit to Rand Farm Park Observations of animals Easter - understanding growth and new life (eggs, plants) Space Materials – rockets Looking after our environment	Exploring materials – waterproof, Growing plants Explain why things happen and how things work Animals from Africa Looking after animals Directions (movement language) - Beebots Forest School – minibests	Seasons – comparison linked to summer Light investigations Potions – Scientists (discovering germs – glitter hands) Dissolving sugar, oil, rice, flour

<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Role play and small world linked to books: home corner, super market, train station, pets</p> <p>Singing songs and nursery rhymes</p> <p>Dance and Yoga</p> <p>Mud kitchen</p> <p>Forest school – making mud and sand</p> <p>Colour monster corridor display</p> <p>Body Percussion and Clapping</p> <p>Early drawing skills</p> <p>Self Portraits</p> <p>Exploring a range of media</p> <p>Large mark making opportunities</p> <p>Autumn Art and colour mixing (normal paint)</p> <p><b>Art linked to books – influenced by the colour monster, Elmer and Leaf Man</b></p> <p>Printing with paint – hands, sponges, a range of resources</p>	<p>Stomp musical instruments</p> <p>The Nativity performance</p> <p>Singing a range of songs</p> <p>Christmas fair crafts</p> <p>Bethlehem playhouses</p> <p>Messy play and water dancing</p> <p>Role play and small world linked to books</p> <p>Syllable Clapping</p> <p>Singing songs</p> <p>Drawing with focus on effective lines</p> <p>Cutting skills</p> <p>Fireworks art</p> <p>Experimenting with materials, design, texture and form</p> <p>Refining paint skills – a range of brushes</p> <p>Diwali patterns</p> <p>How to draw to develop picture drawing skills (Christmas link)</p> <p>Printing using natural and manmade resources</p>	<p>Celebrations – dragon dance, Chinese New Year crafts and music</p> <p>Shrove Tuesday – pancakes</p> <p>Messy play</p> <p>Role play and small world linked to books</p> <p>Making a rhythm, keeping a beat</p> <p>Developing shape drawing to make pictures more specific</p> <p>Celebrations – dragon dance, Chinese New Year crafts</p> <p>Using different materials to create planned effects</p> <p>Cutting, sticking and joining – experimenting</p> <p>Collage – pre cut paper</p> <p>Using powder paint</p>	<p>Our community playhouses – visit to the church</p> <p>Easter</p> <p>Building a repertoire of songs and dances</p> <p>Exploring different instruments</p> <p>Space crafts</p> <p>Messy play – moulding</p> <p>Role play and small world linked to books</p> <p>Performing songs, rhymes, poems, stories and with music</p> <p>Beginning to sing in tune – doe, ray, me</p> <p>Use of ‘how to draw’ prompts to support adding detail</p> <p>Space art and craft – developing a range of painting and drawing skills</p> <p>Messy play – moulding with clay</p> <p>Using water colour paint to create different effects</p> <p>Collage – developing independence</p>	<p>Making mud huts</p> <p>African dance</p> <p>African drumming workshop</p> <p>Mini architects – the borrowers crafts and building</p> <p>Den building – frame</p> <p>Messy play – water and sand</p> <p>Role play and small world linked to books</p> <p>Performing songs, rhymes, poems, stories and with music</p> <p>Playing instruments</p> <p>Refining drawing and adding more detail</p> <p>Sculpting Making mud huts</p> <p><b>Eric Carle art</b> around Hungry Caterpillar book</p> <p>African Art – creating a wash with water colour paint</p> <p>Exploring tools, techniques, colour, form, function</p>	<p>Fairy tale playhouses</p> <p>Retelling stories and making props</p> <p>Making potions</p> <p>Music station outside for exploration of sound</p> <p>Messy play – water, sand and adding ingredients</p> <p>Role play and small world linked to books</p> <p>Performing songs, rhymes, poems, stories and with music</p> <p>Alterative fairy tales – adapt and recount narratives</p> <p>Independent den building</p> <p>Being able to draw a picture from memory or using a photo, without needing how to draw prompts.</p> <p>Making props</p> <p><b>Andy Goldsworthy</b> – natural resources and outdoor art</p>
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