



Foundation Stage Curriculum Map - 2022/2023

	Autumn		Spring		Summer	
<p>Learning linked to Understanding of the World</p> <p>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.</p>						
Themes	<p>We Are Special – Elmer</p> <p>Nursery Rhymes</p> <p>How have I changed?</p> <p>My Family</p> <p>Our Lives</p>	<p>The Nativity</p> <p>Percy the Park Keeper</p> <p>Arctic and Antarctica</p> <p>Our lives</p>	<p>Ocean Explorers and Under the Sea</p> <p>Air Explorers/Flight</p> <p>Arctic and Antarctica</p> <p>Superheroes</p>	<p>Space</p> <p>Dinosaurs</p> <p>The Farm</p> <p>New life/Spring – Eggs, plants</p>	<p>Around the World – exploring different continents, countries (TW, PCC, PP)</p> <p>Habitats</p> <p>Mini beasts</p> <p>Life Cycles</p>	<p>Fairy tales and Fantasy</p> <p>Castles</p> <p>The borrowers</p> <p>Fairies</p> <p>Potions – scientists</p> <p>Seaside in the past and present</p>
	Seasons and Weather – Autumn/Winter		Seasons and Weather – Winter/Spring		Seasons and Weather – Spring/Summer	
Possible Texts	<p>Self-regulation & Managing Self focus linked to books:</p> <p>The Elmer Stories</p> <p>The Colour Monster</p> <p>Nursery Rhymes</p> <p>The Lion Inside</p> <p>The Rainbow Fish</p> <p>The Little Red Hen</p> <p>Little People, Big Dreams linked to people of interest</p>	<p>Percy the Park Keeper Stories</p> <p>The Nativity Story</p> <p>Non-fiction – irreversible changes and magnets</p> <p>Christmas Stories and non-fiction</p> <p>Giraffe’s Can’t Dance</p> <p>Rama and Sita</p> <p>Little People, Big Dreams linked to people of interest</p>	<p>The pirates next door</p> <p>Pirates love</p> <p>Underpants</p> <p>Explorers fiction and non-fiction books</p> <p>Julia Donaldson Books</p> <p>Non-fiction – Chinese New Year</p> <p>Mrs Armitage’s Bike</p> <p>Little People, Big Dreams linked to people of interest</p>	<p>Farmer Duck</p> <p>An Egg is Quiet</p> <p>A nest is noisy</p> <p>Non-fiction – farm animals</p> <p>Owl Babies</p> <p>The Tiny Seed</p> <p>Little People, Big Dreams linked to people of interest</p>	<p>Handa’s Surprise and Handa’s Noisy Night</p> <p>Atlas focus</p> <p>Rumble in the Jungle</p> <p>Non-fiction – animals and their habitats, minibeasts</p> <p>The Very Hungry Caterpillar</p> <p>The Snail and the Whale</p> <p>What the Ladybird Heard</p> <p>Little People, Big Dreams linked to people of interest</p>	<p>Traditional tales and fairy tales</p> <p>Bible stories</p> <p>Library visits</p> <p>Stickman</p> <p>The Jolly Postman</p> <p>The Lighthouse Keeper’s Lunch</p> <p>What the Ladybird Heard at the Seaside</p> <p>Little People, Big Dreams linked to people of interest</p>

People of Interest	Ourselves and our families Pablo Picasso	Guy Fawkes Jesus Christ (Nativity Story) Julia Donaldson Ernest Shackleton	Real life superheroes – People who help us George Webster – presenter with Down’s Syndrome Para Olympics Amelia Earhart Sir Francis Drake	Neil Armstrong Dr Mae Jemison – first African American woman astronaut Katherine Johnson – worked for NASA Isaac Newton – gravity Mary Anning Steven Hawking	David Attenborough Tessa Sanderson – Javelin at the Olympics Rosa Parks Mahatma Ghandi Andy Warhol – patterns	Seaside in the Past Royals from around the World Joseph Lister – discovered germs Marie Curie Mother Teresa
Communication and Language Listening, Attention and Understanding Speaking	Settling into Foundation Stage Introducing rules/routines Listening and joining in with stories Nursery rhymes, rhyme and alliteration Respond to simple instructions Talking about themselves and their family – what makes you unique Talking through sharing learning under the visualiser Playground games – interacting with other children Taking part in class discussions Listening carefully – Our Talk Charter		Talk partners to share knowledge and understanding Developing skills to ask a range of questions Using full sentences to answer questions and share information Kindness balloons – being kind to ourselves and others Sharing learning under the visualiser – talking about their favourite part/successes Using vocabulary influenced by books – story specific words including retelling stories Extending vocabulary usage What makes a good listener? Our Talk Charter Detailed discussions about key learning		Asking and answering how and why questions using key vocabulary and demonstrating depth of knowledge Using a wide range of vocabulary in their play, making links to learning Describe events in detail – using correct past tense and time connectives Sharing learning under the visualiser – explaining process and next steps Transition to Year 1 – L&A skills Using recently introduced vocabulary (including story words) to explain understanding Detailed discussions about key learning What makes a confident talker (Our Talk Charter)	
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	LEAD values – clouds Executive function strategies – working memory What makes us special – what am I good at? What makes me unique? Growth Mind set – building confidence around coming to school	LEAD values – clouds Executive function strategies – working memory Building self-confidence to speak in front of groups and the class Growth Mind Set – beginning to understand learning expectations	LEAD values – clouds Executive function strategies – self-control What helps us stay healthy and safe? Growth Mind Set – positivity in learning	LEAD values – clouds Executive function strategies – self-control How can we help others? What makes a good friend? Growth Mind Set – enjoying a challenge in their learning	LEAD values - clouds Executive function strategies – working memory, mental flexibility, self-control Looking after others – developing empathy for others Growth Mind Set – challenging themselves to make links in their learning and independence	LEAD values – clouds Executive function strategies – working memory, mental flexibility, self-control Looking after others – developing empathy for others Growth Mind Set – confident independent application of knowledge and skills

	<p>Being kind and staying safe Getting to know each other and making friends Our feelings Sharing, taking turns Waiting politely</p> <p>Personal hygiene – handwashing and toileting Getting changed for PE</p> <p>Whole School Assembly Focus: Healthy Me – mental and physical health Commando Joe If you're Happy and you Know it Mission 5 (Self aware) Mission 1 (Teamwork)</p>	<p>Self-regulation strategies – dealing with emotions Children to explain their thoughts and feelings to others Building constructive and respectful relationships with adults and peers</p> <p>Personal hygiene – handwashing and toileting Getting changed for PE with developing independence</p> <p>Whole School Assembly Focus: How are we all unique? Promoting diversity Commando Joe 3 Blind Mice Mission 6 (Empathy)</p>	<p>British values – helping and feeling proud Identify and moderate own feelings – self regulation Kindness Superheroes – being kind to ourselves and thinking about others feelings New Year's resolutions</p> <p>Personal hygiene – handwashing Getting changed for PE independently Staying healthy and clean</p> <p>Whole School Assembly Focus: Resilience – successful role models Commando Joe Row, Row, Row your boat Mission 2 (Communication)</p>	<p>showing resilience and challenging ourselves Kindness balloons Self-regulation strategies Sharing learning – feeling proud Being role models for behaviour and effort</p> <p>Personal hygiene – handwashing Getting changed for PE independently Staying healthy and clean</p> <p>Whole School Assembly Focus: Lifting limits – gender stereotyping Commando Joe Twinkle, Twinkle Humpty Dumpty Mission 7 (Resilience)</p>	<p>Learning under the visualiser – feeling proud and explaining processes Being role models for behaviour and effort</p> <p>Personal hygiene – handwashing Getting changed for PE independently with increased speed</p> <p>Whole School Assembly Focus: How do we respect our planet? Commando Joe Incy Wincy Spider Mission 3 (Excellence)</p>	<p>Taking part in Sports Day Growth mind set – taking on challenges and understanding changes Learning under the visualiser – feeling proud and explaining processes Being role models for behaviour and effort Transition to Year 1</p> <p>Personal hygiene – handwashing Getting changed for PE independently with increased speed</p> <p>Whole School Assembly Focus: Transition and Dealing with change Commando Joe Jack and Jill Mission 4 (Positivity)</p>
<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>PE Autumn 1 – Fundamental Skills PE Autumn 2 – Ball Skills</p> <p>Outdoor Area Crates and planks – climbing and balance Bikes and trikes – balance and coordination Throwing and catching – aiming, refining Large motor movements Parachute games</p>	<p>PE Spring 1 – Gymnastics PE Spring 2 – Ball Skills</p> <p>Outdoor Area Ball skills – aiming, dribbling, pushing, throwing, catching, kicking Using apparatus/large construction Moving safely when using equipment/apparatus Obstacle courses – refining balance, positional language</p>	<p>PE Summer 1 – Games (Premier Education) PE Summer 2 – Dance (Premier Education)</p> <p>Outdoor Area Equipment usage – skipping, balancing beams, hoops, bats, balls, beanbags and cones etc. (refining skills) Skipping skills – independent and large rope Basketball hoop and aiming equipment</p>			

	<p>Equipment usage – skipping, balancing beams, hoops, bats, balls, beanbags and cones etc.</p> <p>Classroom Core body strength and cross body movements Yoga and Plank challenge Movement to number songs Dancing to Debbie Doo – a range of movement</p> <p>Other Bikeability The Daily Mile – developing endurance Climbing and balance – adventure trail Getting changed for PE Orienteering exercises</p>		<p>Classroom Core body strength and cross body movements Yoga and Plank challenge Movement to number songs Dancing to a range of songs and Zumba throughout the day</p> <p>Other The Daily Mile – developing endurance Climbing and balance – adventure trail Getting changed for PE Orienteering exercises</p>		<p>Big blue blocks – building a range of creations, making obstacles to go under, over, through and around</p> <p>Classroom Core body strength and cross body movements Yoga and Plank challenge Movement to number songs Dancing to a range of songs and Zumba throughout the day</p> <p>Other The Daily Mile – developing endurance Climbing and balance – adventure trail Getting changed for PE Orienteering exercises</p>
	<p>Fine motor strength opportunities to develop pincer grip and whole hand grasp (inc. tweezers, threading, playdough, messy play, loose parts, zips and buttons)</p> <p>Using hand tools (cutting, playdough tools) to make changes to materials Cutting in snips Range of mark making resources to develop skill</p> <p>Finding a dominant hand Holding pencil/paintbrush beyond whole hand grasp Using Chalk Large scale drawing and writing Pencil to paper – developing muscle tone</p> <p>Construction opportunities – mobilo, lego etc.</p>		<p>Fine motor strength opportunities to refine pincer grip and develop dexterity (inc. tweezers, threading, plastercine, messy play, loose parts, pencil, pegs and boards)</p> <p>Using hand tools (cutting, marking making tools) to make effective changes to a range of materials Cutting a straight line Range of mark making resources to develop skill</p> <p>Handwriting with pincer grip Posture and core strength How to draw resources for refining pencil control and movement Modelling of correct pencil grip and drawing/writing skills Becoming more careful with colouring skills</p> <p>Construction opportunities – mobilo, lego etc.</p>		<p>Fine motor strength opportunities to refine coordination and controlled motor movement (inc. tweezers, weaving, playdough, messy play, loose parts)</p> <p>Using hand tools effectively for a range of reasons Cutting skills – cutting in a curved line and around shapes Range of mark making resources to develop skill</p> <p>Handwriting – holding a pencil with the correct grip consistently, control and effective pencil pressure Strength, posture, core muscle movements How to draw resources for refining pencil control and movement Careful colouring – inside the lines Drawing recognisable pictures</p> <p>Construction opportunities – mobilo, lego etc.</p>
Literacy	Phase 1 Phonics: Rhyme, rhythm and alliteration Sound discrimination	Choosing a book – class choice each day Story den	Modelled comprehension	Comprehension skills – anticipating events and prediction	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>The Nativity Story – Retelling stories (story den, puppets)</p> <p>Using events from stories in their 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>Access to a variety of books (fiction, non-fiction, poems)</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>Modelled comprehension</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>Green screen background to immerse children in setting</p> <p>Repeating key phrases – vocabulary from books</p> <p>Whole class reading</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>Reading as a whole class</p>
	<p>Daily Phonics - Phase 2</p> <p>Oral blending</p> <p>Modelled blending</p> <p>CVC 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>Beginning to link graphemes and phonemes</p> <p>Learning songs - Harvest</p>	<p>Modelled blending phase 2</p> <p>Segmenting and blending CVC and beginning to see phase 2 digraphs</p> <p>Shared stories as a class</p> <p>Daily phonics teaching – phase 2</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>Using sound buttons</p>	<p>Consolidating knowledge of phonemes</p> <p>Modelled blending phase 3</p> <p>Developing blending strategies for P3 words</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>Reading CVC fluently</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>Applying knowledge of long vowels in 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 (consolidate)</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>Fluently reading words and sentences containing phase 3 letters and high frequency words</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>

		Learning songs - Nativity		Capital letters and letter names Learning songs – African music	
	Early drawing skills – mark making Writing name Posture and pencil strength – fine motor Oral segmenting Phase 2 phonemes Modelled segmenting Formation practice – phase 2 Supported to use handwriting lines	Drawing by creating shapes Posture and pencil strength – fine motor Writing CVC word labels Formation practice – phase 2 into phase 3 Using handwriting lines with guidance Introducing sentence structure Oral rehearsal of sentences	How to draw to support more detailed drawings Posture and pencil strength – fine motor 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	Creating more complex drawings with how to draw Using finger spaces 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	Creating more complex drawings – drawing from pictures, photos and live objects Capital letters and letter names Capital letters at the beginning of sentences and for names 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
Mathematics	Numbers to 5 – recognition and writing Correspondence Early subitising skills – to 2 Outdoor maths opportunities for number recognition, ordering, writing, corresponding	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	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)	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 and estimation Using 10 frames	Addition and subtraction Solving problems involving addition, subtraction, doubling and sharing Composition of number – including number facts. Subitise beyond 5 Order, identify, subitise, combine and manipulate numbers to 10.

	Counting skills – counting songs and games up to 10 Pattern of numbers to 5 – adding one more, taking one away Counting as part of play	Counting skills – counting up to 20 Ordering numbers to 10 Numbers to 10 Using 5 frames Finding the total number in 2 groups One more and one less	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 Counts without starting at 1. Odds, evens and doubles	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?	Counting beyond 20 - Count to 100 songs Counting in 2s and 10s – songs and rhymes (pattern of numbers) Doubling, halving and sharing More, fewer and the same when talking about numbers and quantities	
	2D shapes – construction Early Capacity	Making patterns 2D and 3D shape names Measuring Weight	2D properties Measuring Distance Positional Language Exploring measurement	Making repeated patterns 3D properties Language of time	Measurement – length Capacity (linked to making potions) Time Directions (movement language) - Beebots Big Blue Blocks – Problem Solving	
Understanding the World (including Religious Education) Past and Present People, Culture and Communities The Natural World	How have we changed? Babies and our family Mud kitchen Home corner and shop – our lives	Christmas and the Nativity – visit to the church Remembrance Day – thinking about the past and how we remember now Christmas tree tradition Bible stories Class email to Santa	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, Asia and Europe – similarities and differences, 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 – create digital firework images Diwali	Our New Year Chinese New Year Real life superheroes – people who help us	Learning about our community – link to playhouses Holi Easter	Handa – how an African child lives, comparing different culture and communities	Special books – Bible stories Fairy Tales and Traditional Tales Royal Families

		Christmas tree tradition - Germany			African, Asian and European traditions and where religions began Ramadan	
	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 Ocean explorers 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 different countries and continents Looking after animals Forest School – minibests Plotting on a world map – landmarks, animals, key people, culture and communities in Africa, Asia and Europe	Seasons – comparison linked to summer Light investigations Potions – Scientists (discovering germs – glitter hands) Dissolving sugar, oil, rice, flour
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Role play and small world linked to books: home corner, super market, train station, pets Singing songs and nursery rhymes Dance and Yoga Mud kitchen Forest school – making mud and sand Colour monster corridor display Body Percussion and Clapping	Stomp musical instruments The Nativity performance Singing a range of songs Christmas fair crafts Bethlehem playhouses Messy play and water dancing Role play and small world linked to books Syllable Clapping Singing songs	Celebrations – dragon dance, Chinese New Year crafts and music Shrove Tuesday – pancakes Messy play Role play and small world linked to books Making a rhythm, keeping a beat Developing shape drawing to make pictures more specific	Our community playhouses – visit to the church Easter Building a repertoire of songs and dances Exploring different instruments Space crafts Messy play – moulding Role play and small world linked to books Performing songs, rhymes, poems, stories and with music	Making mud huts African dance African drumming workshop Mini architects – the borrowers crafts and building Den building – frame Messy play – water and sand Role play and small world linked to books Performing songs, rhymes, poems, stories and with music Playing instruments	Fairy tale playhouses Retelling stories and making props Making potions Music station outside for exploration of sound Messy play – water, sand and adding ingredients Role play and small world linked to books Performing songs, rhymes, poems, stories and with music

	<p>Early drawing skills Self Portraits Exploring a range of media Large mark making opportunities Autumn Art and colour mixing (normal paint) Art linked to books – influenced by the colour monster, Elmer and Leaf Man Printing with paint – hands, sponges, a range of resource</p> <p>Pablo Picasso - faces</p>	<p>Drawing with focus on effective lines Cutting skills Fireworks art Experimenting with materials, design, texture and form Refining paint skills – a range of brushes Diwali patterns How to draw to develop picture drawing skills (Christmas link) Printing using natural and manmade resources</p>	<p>Celebrations – dragon dance, Chinese New Year crafts Using different materials to create planned effects Cutting, sticking and joining – experimenting Collage – pre cut paper Using powder paint</p> <p>Using apps for learning – maths and phonics</p>	<p>Beginning to sing in tune – doe, ray, me</p> <p>Use of ‘how to draw’ prompts to support adding detail Space art and craft – developing a range of painting and drawing skills Messy play – moulding with clay Using water colour paint to create different effects Collage – developing independence</p> <p>Green screen – space and dinosaurs Dinosaur activation</p>	<p>Refining drawing and adding more detail Sculpting Making mud huts Eric Carle and Andy Warhol around Hungry Caterpillar book and patterns African Art – creating a wash with water colour paint Exploring tools, techniques, colour, form, function</p> <p>Animal documentary – green screen linked to African animals, rainforests etc. Minibeast visualisation Google the animal and then ‘see in 3D’. Coding Critters and Bee Bots</p>	<p>Alternative fairy tales – adapt and recount narratives Independent den building</p> <p>Being able to draw a picture from memory or using a photo, without needing how to draw prompts. Making props Andy Goldsworthy – natural resources and outdoor art</p> <p>Acting out fairy tales on green screen</p>
--	---	---	---	---	---	---