



Curriculum Map - Foundation Stage Unit

	Term 1 – Sept-Oct	Term 2 Oct-Dec	Term 3 – Jan-Feb	Term 4 Feb-Apr	Term 5 Apr-Jun	Term 6 Jun-Jul
	<p>6th Sep – Rosh Hashana (Jewish)</p> <p>8th Sep - International Literacy day</p> <p>15th Sep – Yom Kippur (Jewish)</p> <p>4th Oct – World Animal Day</p> <p>5th Oct – World Teachers Day</p> <p>31st Oct - Halloween</p>	<p>4th Nov – Diwali (Hindu)</p> <p>5th Nov – Guy Fawkes</p> <p>11th Nov – Remembrance Day</p> <p>13th Nov – World Kindness Day</p> <p>20th Nov – Universal Children’s Day</p> <p>28th Nov – Hanukkah (Jewish)</p> <p>30th Nov – St Andrews Day</p>	<p>26th Jan Australia Day</p> <p>17th Jan Kid Inventor Day</p> <p>BHM (Feb)</p> <p>12th Feb Chinese New Year</p> <p>14th Feb V day</p> <p>16th Feb Pancake day</p>	<p>1st Mar St David’s Day</p> <p>3rd Mar World Wildlife Day</p> <p>17th Mar St Patricks Day</p> <p>20th Mar World Storytelling day</p> <p>21st Mar World Poetry Day</p> <p>28th Mar Hol (Hindu)</p>	<p>2nd Apr – International Children’s book day</p> <p>Good Friday</p> <p>4th Apr – Easter Monday</p> <p>12th Apr Ramadan (Islamic)</p> <p>22nd Apr – Earth Day</p> <p>23rd Apr- St Georges Day</p> <p>25th Apr – Anzac Day</p> <p>12th May – Eid (Islamic)</p> <p>15th May – Family Day</p> <p>26th May – Total Eclipse of moon</p>	<p>5th June – World Environment Day</p> <p>8th June – World Oceans Day</p> <p>14th June – Dragon boat festival (China)</p> <p>29th Jun - International mud day</p>
Reception Topic	All about us	Let’s Celebrate	Zoom to the moon!	Our wonderful World	Community	Animals all around us
Theme: Festivals	Visit from PCSO/Nurse/Dentist etc	Nativity Grandparents Tea Party Panto	Astrodome	Spring Arts Festival Founders Day Healthy Living Week Litter pick in community Chicks		GAF Trip/ experience
PoR	Brave Bear Just right for two. Blue Penguin Hello Friend Emily Brown and the Thing	Christmas Story/ Oh no George!	Astro Girl Goodnight spaceman Here I am!	Michael Recycle Ruby’s Worry Stanley’s Stick	So Much Splash Anna Hibiscus Errols Garden Owl Babies	What the ladybird Heard? Yucky Worms The Leopards Drum
Nursery	Gruffalo Nursery Rhymes Following the rules	The Three Billy Goats Gruff Silly Nursery Rhymes Book Size comparison Christmas	Goldilocks & the Three Bears The Three Little Pigs Nursery Rhymes Sequencing and size	Shark in the Park Trilogy Somebody swallowed Stanley Environment	Jack & the Beanstalk Supertato Carnival & the Veggies Assemble Nursery Rhymes Positional and directional lang.	Gruffalo’s Child Oi Frog! Oi Dog! Sounds and prep for school.



Curriculum Map - Foundation Stage Unit

Read Write Inc.	Set 1 speed sounds & Word Time! Introduction of ditties	Set 1 speed sounds & Word Time! Introduction of ditties	Assessment Speed sounds Word Time! Introduction of ditties Text level work	Assessment Speed sounds Word Time! Introduction of ditties Text level work	As per terms 3 & 4 Introduction of story books	As per terms 3 & 4 Introduction of story books Begin set 2
Nursery	Letters & sounds Aspects 1 – 7	Letters & sounds Aspects 1 - 7	Letters & sounds Aspects 1 - 7	Letters & sounds Aspects 1 - 7	Letters & sounds Aspects 1 - 7	Letters & sounds Aspects 1 - 7
Reception Literacy	<p>Labelling Name writing Diwali</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Writing labels Writing letters to Santa Writing instructions Sequencing stories Christmas cards</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Sentence writing Poster Predictions. Non-fiction vs fiction</p> <p>Skills:</p> <ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Writing letters Easter & Mothers’ Day cards St Patrick’s Day Writing instructions Protest</p> <p>Skills:</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. 	<p>Hot seating/role play Story writing Write a story journey</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read some letter groups that each represent one sound and say sounds for them. 	<p>Sentence writing Writing for different formats: lists & leaflets Story writing Developing language & vocabulary Prediction & sequencing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read some letter groups that each represent one sound and say sounds for them.



Curriculum Map - Foundation Stage Unit

Nursery:	<p>Recognise books have purpose and how to care for our book. Enjoy and role play key stories.</p> <p>Exploring rhymes and songs.</p> <p>Skills: Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhyme - Count or clap syllables In a word - Recognise words with the same initial sound. 	<p>Sharing stories and rhymes.</p> <p>Skills: Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhyme - Count or clap syllables In a word - Recognise words with the same initial sound. 	<p>Exploring print in different forms. Sharing stories and books.</p> <p>Skills: <ul style="list-style-type: none"> • Understand the five key concepts about print -print has meaning -print can have different purposes -we read English text from left to right, top to bottom -the names of a different part of a book. </p>	<p>Sharing books which reflect diversity. Talk about stories and books. Exploring writing/making marks.</p> <p>Skills: <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. </p>	<p>Skills for writing- fine motor skill development. Exploring the meaning in marks/letters.</p> <p>Skills: Write some letters accurately.</p>	<p>Writing names Letter formation Interacting with story Sound recognition</p> <p>Skills: <ul style="list-style-type: none"> - Write some or all of their own name. </p>
Reception Maths	<p>When is your birthday Number recognition Repeating patterns Counting</p> <p>Skills: <ul style="list-style-type: none"> • Count objects, actions and sounds. </p>	<p>Positional language Symmetry More & less Ordering numbers Sharing food</p> <p>Skills: <ul style="list-style-type: none"> • Subitise. </p>	<p>Addition & subtraction More & less Taller & shorter Heavier & lighter 3D shapes Estimation Positional language Money Sharing Traffic survey</p>	<p>Time Money Less than & subtraction Missing numbers</p> <p>Skills: <ul style="list-style-type: none"> • Count beyond ten • Compare length, weight and capacity. </p>	<p>Heavier & lighter Taller & shorter 3D shapes Positional language Counting in 2s</p> <p>Skills: <ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0–10. </p>	<p>Subtraction 3D shapes Estimation Number recognition Sharing: halving & doubling Time</p> <p>Skills:</p>



Curriculum Map - Foundation Stage Unit

	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Compare numbers. 	<p>Skills:</p> <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 			<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills
Nursery Maths:	<p>Songs & counting small groups of objects.</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects without having to count them individually. Recite numbers past 5. <p>Pattern Skills:</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. 	<p>Exploring size.</p> <p>Skills:</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Number counting</p> <p>Skills:</p> <ul style="list-style-type: none"> Say one number for each item in order : 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total. (<p>Positional language</p> <p>Size</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand positional through language alone. Describe a familiar route. <p>Number counting</p> <p>Skills:</p> <ul style="list-style-type: none"> Link numerals and amounts: for example, showing the right number of objects to match the numeral (up to 5) Compare quantities using 	<p>Number names & songs</p> <ul style="list-style-type: none"> Solve real world Mathematical problems with numbers up to 5. <p>Shape & measure</p> <p>Positional language</p> <p>Skills:</p> <ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof. Combining shapes to make a new ones. 	<p>Positional language</p> <p>Skills:</p> <ul style="list-style-type: none"> Discuss routes and locations using words like 'in front of' and 'behind' <p>Number counting</p> <p>Skills:</p> <ul style="list-style-type: none"> Recite numbers past 5. Show 'finger numbers' up to 10. 	<p>Number formation</p> <p>Skills:</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. <p>2D shapes</p> <p>Skills:</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Pattern Skills:</p> <ul style="list-style-type: none"> Use informal language like



Curriculum Map - Foundation Stage Unit

		<p>cardinal principle)</p> <ul style="list-style-type: none"> Show 'finger numbers' up to 5. 	<p>language : 'more than', 'fewer', 'fewer than'.</p>			<p>pointing, spotty, blobs etc.</p> <ul style="list-style-type: none"> Create and extend ABAB patterns – stick, leaf, stick, leaf. Notice and correct errors in a repeating pattern. Begin to describe a sequence of events using words such as 'first' and 'then'.
<p>Reception Expressive arts & design</p>	<p>Drawing & labelling Self portraits Junk modelling using recycled materials Mixing colours</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop storylines in their pretend play Create collaboratively, sharing ideas, resources and skills. 	<p>Mixing colours Lighter & darker Rangoli patterns Christingles Christmas cards Learning songs Role play</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to 	<p>Model design & evaluation Chinese lanterns & lucky envelopes Musical patterns</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Movement to music Puppet theatre Drawing life cycles Detailed picture still life</p> <p>Skills:</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<p>Role play Songs associated with stories</p> <p>Skills:</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Griffin Trust Arts Festival Rhythm Collage Constructing Making bunting in line with theme</p> <p>Skills:</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.



Curriculum Map - Foundation Stage Unit

		express their ideas and feelings.				
Nursery EAD:	<p>Expression through play. Role Play Drawing</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in simple pretend play using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<p>Performing & singing Exploring colours.</p> <p>Skills:</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person – 'tone match' Sing the melodic shape of familiar songs. Explore colour and colour mixing. 	<p>Exploring music and sound through listening. Playing, sharing and performing songs from different cultures. Sound matching games.</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard., expressing their thoughts and feelings. 	<p>Exploring scale. Creating and meeting creators. Building.</p> <p>Skills:</p> <ul style="list-style-type: none"> Explore different materials freely, In order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them, Join different materials and explore different textures. 	<p>Develop drawing skills. Discussing meanings behind their drawings. Drawing from imagination and observation.</p> <p>Skills:</p> <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and painting, like happiness, sadness, fear etc. 	<p>Exploring musical instruments from different cultures.</p> <p>Skills:</p> <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas.



Curriculum Map - Foundation Stage Unit

<p>Reception Physical development</p>	<p>How do I move Healthy foods Gross motor skills Fine motor skills Pencil holding</p> <p>Skills:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency. 	<p>Managing self-care Fine motor skills – tool control & safety Gross motor skills – ball skills/climbing/jumping /balancing Rigorous role play</p> <p>Skills:</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>Fruit tasting Healthy eating & exercise Fruit kebabs</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 	<p>Catching & throwing Orienteering Obstacle course Forest school Scissor control</p> <p>Skills:</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Handling objects safely & effectively</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility 	<p>Scissor skills Effective management of tools with increasing control Safe care in the sun Sports Day & team games</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility
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Curriculum Map - Foundation Stage Unit

<p>Nursery PD:</p>	<p>Discussing the importance of healthy eating and brushing their teeth. Skills:</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, E.G. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<p>Developing the tripod grip. Fine Motor Skills. Eating skills. Skills:</p> <ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. • Show a preference for a dominant hand. 	<p>Developing and transferring physical skills. Forest School Making marks on large surfaces. Skills:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use one handed tools and equipment, for example, making snips in paper with scissors. 	<p>Exploring movement to music. Skills:</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Make healthy choices about food, drink , activity and tooth brushing, 	<p>Using tools for mark-making and play. Skills:</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting, For example they decide whether to crawl, walk or run across a plank depending on it's length and width. • Use a comfortable grip with good control when 	<p>Talking about the importance of hygiene and hand washing. Skills:</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink , activity and tooth brushing, • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items.
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Curriculum Map - Foundation Stage Unit

					holding pens and pencils.	
Forest School:	Introduce forest school rules to the children (no picking and licking)	Children participating in a range of outside activities following curriculum subjects & topics. Child Led. T2: Looking at the changes in the environment. Make bird houses to keep them warm. T3: Andy Goldsworthy pictures using natural resources. T4: Balancing natural resources. T5: Making leaf kites and fishing rods. T6: Rubbings of the tree/ leaves.				
Personal Social & Emotional development - Jigsaw	<p>Jigsaw - Being me in my world. Skills:</p> <ul style="list-style-type: none"> Understand how it feels to belong and that we are similar and different. Start to recognise and manage my feelings. Enjoy working with others to make school a good place to be. Understand why it is good to be kind and use gentle hands. Starting to understand children's rights and this means we should all be allowed to learn and play. 	<p>Jigsaw – Celebrating differences. Skills</p> <ul style="list-style-type: none"> Identify something I am good at and understand everyone is good at different things. Understand that being different makes us all special. Know we are all different but the same in some ways. Tell you why I think my home is special to me. Tell you how to be a kind friend. Know which words to use to stand up for 	<p>Jigsaw-Dreams and goals Skills</p> <ul style="list-style-type: none"> Persevere to tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. Set a goal and work towards it. Use kind words to encourage people. Understand link between what I learn now and the job I might like to do when I am older. I can say how I feel when I achieve a goal and know what it means to feel proud. 	<p>Jigsaw-Healthy me Skills</p> <ul style="list-style-type: none"> Understand that I need to exercise to keep my body healthy. Understand how moving and resting are good for my body. Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help myself sleep and understand why sleep is good for me. Wash my hands thoroughly and understand why this is important especially before I 	<p>Jigsaw-Relationships Skills</p> <ul style="list-style-type: none"> Identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feelings lonely. Think of ways to solve problems and stay friends. Starting to understand impact of unkind words. Use Calm Me time to manage my feelings. Know how to be a good friend. 	<p>Jigsaw- Changing me Skills</p> <ul style="list-style-type: none"> Name parts of the body Say something I can do and foods I can eat to be healthy. Understand we all grow from babies to adults. Express how I feel about moving to Yr 1. Talk about worries and or the things I am looking forward to about being in year 1. I can share my memories of the best bits of Reception.



Curriculum Map - Foundation Stage Unit

	<ul style="list-style-type: none"> Learning what being responsible means. <p>Classroom routines Our families Coping with changes Exploring the new environment Making friends & conflict resolution</p>	<p>myself when someone says or does something unkind.</p> <p>Hand Hygiene Road safety</p>		<p>eat and after using toilet.</p> <ul style="list-style-type: none"> Know what a stranger is and how to stay safe if a stranger approaches me. <p>Healthy Living Week</p>		Transition
Nursery PSED:	<p>Separates from main carer. Encouraging independence.</p> <p>Skills:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<p>Completing tasks. Interacting with trusted people.</p> <p>Skills:</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Talking about solving conflicts/problems. Skills:</p> <p>Play with one or more other children ,extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Exploring rules and their purpose. Skills:</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. 	<p>Managing feelings and emotions. Skills:</p> <p>Talk about their feelings using words like happy, sad , angry or worried.</p>	<p>Adapting to changes in the team Skills:</p> <ul style="list-style-type: none"> Understand gradually how others might be feeling.



Curriculum Map - Foundation Stage Unit

<p>Reception Communication & Language</p>	<p>Questioning Stories of repetition</p> <p>Skills: Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times</p>	<p>Questioning & answering Speaking, listening & responding to others Past & future tense</p> <p>Skills: Use new vocabulary through the day.</p> <p>Develop social phrases</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>How & why questions Developing questioning language Past & future tense</p> <p>Skills : Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Sequencing events in conversation Past & future tense</p> <p>Skills Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use new vocabulary in different contexts.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Sequencing events in conversation Extending vocabulary through topic Using storyline in narrative Speaking in full sentences</p> <p>Skills: Connect one idea or action to another using a range of connectives.</p>	<p>Maintains attention for greater length of time Participating in class discussion Clarify own thoughts</p> <p>Skills: Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Nursery:</p>	<p>Listening to stories Skills: <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. </p>	<p>Joining in with nursery rhymes Skills: <ul style="list-style-type: none"> Use a wider range of vocabulary. Understand a question or </p>	<p>Exploring books and nursery Rhymes. Skills: <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes, be able to talk about familiar</p> </p>	<p>Grammar and pronunciation. Skills: <ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals. </p>	<p>Introduction of learning detectives Retell what I've been doing Skills: <ul style="list-style-type: none"> Develop their pronunciation but may have problems saying </p>	<p>Speak in full sentences and elaborating on ideas. Skills: <ul style="list-style-type: none"> Use longer sentences of four or six words. Be able to express a point of view and debate when they </p>



Curriculum Map - Foundation Stage Unit

	<ul style="list-style-type: none"> Pay attention to more than one thing at a time. 	<p>instruction with two parts.</p> <ul style="list-style-type: none"> Understand 'why' questions. 	<p>books, and be able to tell a long story.</p>		<ul style="list-style-type: none"> Some sounds: r, j, th, c and sh Multi-syllabic words such as pterodactyl, planetarium or hippopotamus 	<p>disagree with an adult or a friends, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their paly.</p>
Understanding of the world	<p>Our local environment Types of housing Building materials Harvest festival ICT</p> <p>Skills:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	<p>Exploring autumn & winter Special events Remembrance Christmas Diwali ICT Road safety</p> <p>Skills:</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. 	<p>Designing transport Chinese New Year Library visit People & communities</p> <p>Skills</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	<p>Life cycles Designing homes/habitats Adults vs young Butterflies Growing Tadpoles Chicks</p> <p>Skills :</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. 	<p>Programming/remote control cars Using range of technology Religious celebrations.</p> <p>Skills</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are 	<p>Seasons Changes in the world Growth & decay</p> <p>Skills</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. <p>Vocabulary:</p> <p>Old New First Next</p>



Curriculum Map - Foundation Stage Unit

					special to members of their community.	
Nursery:	<p>Exploring natural environments.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use all of their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<p>Celebrating Christmas</p> <p>Talking about memories.</p> <p>Meeting people from different professions.</p> <p>Exploring mechanical equipment.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. • Show an interest in different occupations. • Explore how things work. 	<p>Exploring growth, change and decay.</p> <p>Planting seeds and bulbs.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and animal. • Begin to understand the need to respect and care for the natural environment and living things. 	<p>Exploring forces.</p> <p>Materials changing state.</p> <p>Sinking and floating.</p> <p>Light</p> <p>Skills:</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes that they notice. 	<p>Celebrating different cultures in the UK</p> <p>Skills:</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. 	<p>Celebrating our families and communities.</p> <p>Asking questions about our families.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
Mental Health:	Connect with others and build resilience with team activities	Similarities and differences with each other	Positive thoughts and sense of belonging.	Reflection and promote creativity and concentration. Promote well being	Develop respect/empathy and eliminate the stigma of talking about MH.	How to keep mind and body healthy. How to be part of a team and complete team work.