

# Foundation Stage Unit - Curriculum Map

ENERGY	Term 1 – Sept-Oct	Term 2 Oct-Dec	Term 3 – Jan-Feb	Term 4 Feb-Apr	Term 5 Apr-Jun	Term 6 Jun-Jul
<b>Reception / Nursery Topic</b>	All about us	Let's Celebrate now > press > play Christmas Story	Zoom to the moon! now > press > play Space	Growing/ Seasons	Community now > press > play People who help us	Wonderful Wildlife
<b>Theme: Festivals</b>	Possible visit from PCSO/Nurse/Dentist etc FSU Picnic - Sept Mystery readers	Nativity Grandparents Tea Party Panto	Scientists Space Man	Founders Day Healthy Living Week Litter picking Chicks Science Week	Bug Man	GAF Trip/ experience
<b>Reception PoR</b>	<ul style="list-style-type: none"> <li>Harry and the Dinosaurs start school</li> <li>Brave Bear</li> <li>The Friendship Bench</li> </ul>	now > press > play <ul style="list-style-type: none"> <li>Christmas Story</li> <li>Dipal's Diwali</li> <li>Eight nights, eight lights.</li> <li>What the ladybird heard at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Astro Girl</li> <li>How to catch a star</li> <li>Lunar new year around the world</li> <li>Laura's Star</li> </ul>	<ul style="list-style-type: none"> <li>Errols Garden</li> <li>Egg and chicken</li> <li>Tree</li> </ul>	<ul style="list-style-type: none"> <li>So Much</li> <li>Splash Anna Hibiscus</li> <li>Julian's a Mermaid</li> </ul>	<ul style="list-style-type: none"> <li>What the ladybird Heard?</li> <li>Yucky Worms</li> <li>Tiddler</li> <li>Blue Penguin</li> </ul>
<b>Nursery PoR</b>	<ul style="list-style-type: none"> <li>I will never ever eat a tomato</li> <li>Colour Monster</li> <li>Nothing scares Spider</li> <li>Cave baby</li> </ul>	<ul style="list-style-type: none"> <li>Room on the broom</li> <li>Stickman</li> <li>The runaway Wok</li> </ul>	<ul style="list-style-type: none"> <li>Alphonse there's mud on the ceiling.</li> <li>Astro mouse</li> <li>The Way back home</li> </ul>	<ul style="list-style-type: none"> <li>The Leaf Thief</li> <li>Nature Trail</li> <li>Betsy Bug Love saves the bees</li> </ul>	<ul style="list-style-type: none"> <li>Simon Sock</li> <li>Superworm</li> <li>Hueys New Jumper</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>The Odd Fish</li> <li>The Littlest Yak</li> </ul>
<b>Read Write Inc.</b>	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	Assessment Speed sounds Word Time! Introduction of ditties	As per terms 3 & 4 Introduction of story books	As per terms 3 & 4 Introduction of story books Begin set 2

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			Text level work	Text level work		
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 (RWI Set 1 HAPS)
Reception Literacy	<p>Labelling Name writing <b>now &gt; press &gt; play</b> Diwali</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Writing labels Writing letters to Santa <b>Writing instructions</b> Sequencing stories Christmas cards</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Read a few common exception words matched to the school’s phonic programme.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p><b>now &gt; press &gt; play</b> Full stops &amp; capital letters (KS1)</p>	<p>Sentence writing Poster Predictions. Non-fiction vs fiction</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>Writing letters Easter &amp; Mothers’ Day cards St Patrick’s Day Writing instructions <b>Protest</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Hot seating/role play Story writing Write a story journey</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<p>Sentence writing Writing for different formats: lists &amp; leaflets Story writing Developing language &amp; vocabulary Prediction &amp; sequencing</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul>

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

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

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						<ul style="list-style-type: none"> <li>• Notice and correct errors in a repeating pattern.</li> <li>• Begin to describe a sequence of events using words such as 'first' and 'then'.</li> </ul>
<b>Reception Expressive arts &amp; design</b>	Drawing & labelling Self portraits Junk modelling using recycled materials Mixing colours  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	Mixing colours Lighter & darker Rangoli patterns Christingles Christmas cards Learning songs Role play  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	Model design & evaluation Chinese lanterns & lucky envelopes Musical patterns  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	Movement to music Puppet theatre Drawing life cycles Detailed picture still life  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	Role play Songs associated with stories  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	Griffin Trust Arts Festival Rhythm Collage Constructing Making bunting in line with theme  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<b>Nursery EAD:</b>	Expression through play. Role Play Drawing  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Take part in simple pretend play using an object to</li> </ul>	Performing & singing Exploring colours.  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by</li> </ul>	Exploring music and sound through listening. Playing, sharing and performing songs from different cultures. Sound matching games. <b>Skills:</b>	Exploring scale. Creating and meeting creators. Building. <b>Skills:</b> <ul style="list-style-type: none"> <li>• Explore different materials freely, In order to develop</li> </ul>	Develop drawing skills. Discussing meanings behind their drawings. Drawing from imagination and observation.  <b>Skills:</b>	Exploring musical instruments from different cultures. <b>Skills:</b> <ul style="list-style-type: none"> <li>• Play instruments with increasing control to express</li> </ul>

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	<p>represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<p>another person – 'tone match'</p> <ul style="list-style-type: none"> <li>• Sing the melodic shape of familiar songs.</li> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard., expressing their thoughts and feelings.</li> </ul>	<p>their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them,</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and painting, like happiness, sadness, fear etc.</li> </ul>	<p>their feelings and ideas.</p>
<p><b>Reception Physical development</b></p>	<p>How do I move Healthy foods Gross motor skills Fine motor skills Pencil holding</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Use their core muscle strength to achieve a</li> </ul>	<p>Managing self-care Fine motor skills – tool control &amp; safety Gross motor skills – ball skills/climbing/jumping /balancing Rigorous role play</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely</li> </ul>	<p>Fruit tasting Healthy eating &amp; exercise Fruit kebabs</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<p>Catching &amp; throwing Orienteering Obstacle course Forest Explorers Scissor control Healthy living week</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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' -</li> </ul>	<p>Handling objects safely &amp; effectively</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> </ul>	<p>Scissor skills Effective management of tools with increasing control Safe care in the sun Sports Day &amp; team games</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including</li> </ul>



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	<p>good posture when sitting at a table or sitting on the floor</p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>	<p>and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>	<p>having a good sleep routine - being a safe pedestrian</p> <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>		<p>dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility</li> </ul>
<b>Nursery PD:</b>	<p>Discussing the importance of healthy eating and brushing their teeth. Skills:</p> <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, E.G. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p>Developing the tripod grip. Fine Motor Skills. Eating skills. Skills:</p> <ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> </ul>	<p>Developing and transferring physical skills. Forest Explorers Making marks on large surfaces. Skills:</p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<p>Exploring movement to music. Skills:</p> <ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p>Using tools for mark-making and play. Skills:</p> <ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>Match their developing physical skills to tasks and activities in the setting, For example they</li> </ul>	<p>Talking about the importance of hygiene and hand washing. Skills:</p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and tooth brushing,</li> <li>Choose the right resources to carry out their own plan.</li> <li>Collaborate with others to manage large items.</li> </ul>

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			<ul style="list-style-type: none"> <li>Use one handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices about food, drink , activity and tooth brushing,</li> </ul>	<p>decide whether to crawl, walk or run across a plank depending on it's length and width.</p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	
<b>Forest Explorers:</b>	Introduce Forest Explorer rules to the children (no picking and licking)	<p>Children participating in a range of outside activities following curriculum subjects &amp; topics. Child Led.</p> <p>T2: SCIENCE: Looking at the changes in the environment. Make bird houses to keep them warm.</p> <p>T3: ART: Andy Goldsworthy pictures using natural resources.</p> <p>T4: MATHS: Balancing natural resources.</p> <p>T5: STEM: Making leaf kites and fishing rods.</p> <p>T6: ART: Rubbings of the tree/ leaves.</p>				
<b>Personal Social &amp; Emotional development - Jigsaw</b>	<p>Jigsaw - Being me in my world.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Understand how it feels to belong and that we are similar and different.</li> <li>Start to recognise and manage my feelings.</li> <li>Enjoy working with others to make school a good place to be.</li> <li>Understand why it is good to be kind</li> </ul>	<p>Jigsaw – Celebrating differences.</p> <p>Skills</p> <ul style="list-style-type: none"> <li>Identify something I am good at and understand everyone is good at different things.</li> <li>Understand that being different makes us all special.</li> <li>Know we are all different but the same in some ways.</li> </ul>	<p>Jigsaw-Dreams and goals</p> <p>Skills</p> <ul style="list-style-type: none"> <li>Persevere to tackle challenges.</li> <li>I can tell you about a time I didn't give up until I achieved my goal.</li> <li>Set a goal and work towards it.</li> <li>Use kind words to encourage people.</li> <li>Understand link between what I learn now and the job I might like to</li> </ul>	<p>Jigsaw-Healthy me Skills</p> <ul style="list-style-type: none"> <li>Understand that I need to exercise to keep my body healthy.</li> <li>Understand how moving and resting are good for my body.</li> <li>Know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>Know how to help myself sleep and</li> </ul>	<p>Jigsaw-Relationships Skills</p> <ul style="list-style-type: none"> <li>Identify some of the jobs I do in my family and how I feel like I belong.</li> <li>I know how to make friends to stop myself from feelings lonely.</li> <li>Think of ways to solve problems and stay friends.</li> <li>Starting to understand impact of unkind words.</li> </ul>	<p>Jigsaw- Changing me Skills</p> <ul style="list-style-type: none"> <li>Name parts of the body</li> <li>Say something I can do and foods I can eat to be healthy.</li> <li>Understand we all grow from babies to adults.</li> <li>Express how I feel about moving to Yr 1.</li> <li>Talk about worries and or the things I am looking</li> </ul>



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	<p>and use gentle hands.</p> <ul style="list-style-type: none"> <li>Starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>Learning what being responsible means.</li> </ul> <p>Classroom routines Our families Coping with changes Exploring the new environment Making friends &amp; conflict resolution</p>	<ul style="list-style-type: none"> <li>Tell you why I think my home is special to me.</li> <li>Tell you how to be a kind friend.</li> <li>Know which words to use to stand up for myself when someone says or does something unkind.</li> </ul> <p>Hand Hygiene Road safety</p>	<p>do when I am older.</p> <ul style="list-style-type: none"> <li>I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>	<p>understand why sleep is good for me.</p> <ul style="list-style-type: none"> <li>Wash my hands thoroughly and understand why this is important especially before I eat and after using toilet.</li> <li>Know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul> <p>Healthy Living Week</p>	<ul style="list-style-type: none"> <li>Use Calm Me time to manage my feelings.</li> <li>Know how to be a good friend.</li> </ul>	<p>forward to about being in year 1.</p> <ul style="list-style-type: none"> <li>I can share my memories of the best bits of Reception.</li> </ul> <p>Transition</p>
<p><b>Nursery PSED:</b></p>	<p>Separates from main carer. Encouraging independence.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal</li> </ul>	<p>Completing tasks. Interacting with trusted people.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with</li> </ul>	<p>Talking about solving conflicts/problems. Skills:</p> <ul style="list-style-type: none"> <li>Play with one or more other children ,extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone</li> </ul>	<p>Exploring rules and their purpose. Skills:</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<p>Managing feelings and emotions. Skills:</p> <ul style="list-style-type: none"> <li>Talk about their feelings using words like happy, sad , angry or worried.</li> </ul>	<p>Adapting to changes in the team Skills:</p> <ul style="list-style-type: none"> <li>Understand gradually how others might be feeling.</li> </ul>

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	they have chosen, or one which is suggested to them.	unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.	can be Spider-Man in the game, and suggesting other ideas.	• Develop appropriate ways of being assertive. • Talk with others to solve conflicts.		
<b>Reception Communication &amp; Language</b>	<p>Questioning Stories of repetition</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Engage in story times</li> </ul>	<p>Questioning &amp; answering Speaking, listening &amp; responding to others Past &amp; future tense</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Develop social phrases</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p>How &amp; why questions Developing questioning language Past &amp; future tense</p> <p><b>Skills :</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Describe events in some detail.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<p>Sequencing events in conversation Past &amp; future tense</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use new vocabulary in different contexts.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p>Sequencing events in conversation Extending vocabulary through topic Using storyline in narrative Speaking in full sentences</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> </ul>	<p>Maintains attention for greater length of time Participating in class discussion Clarify own thoughts</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

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<b>Nursery:</b>	<p>Listening to stories <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time.</li> </ul>	<p>Joining in with nursery rhymes <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction with two parts.</li> <li>Understand 'why' questions.</li> </ul>	<p>Exploring books and nursery Rhymes. <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>now &gt; press &gt; play</b></p> <p>Other uses</p>	<p>Grammar and pronunciation. <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals.</li> </ul>	<p>Introduction of learning detectives Retell what I've been doing <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop their pronunciation but may have problems saying</li> <li>Some sounds: r, j, th, c and sh</li> </ul> <p>Multi-syllabic words such as pterodactyl, planetarium or hippopotamus</p>	<p>Speak in full sentences and elaborating on ideas. <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use longer sentences of four or six words.</li> <li>Be able to express a point of view and debate when they disagree with an adult or a friends, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their paly.</li> </ul>
<b>Understanding of the world</b>	<p>Our local environment Types of housing Building materials Harvest festival ICT</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> </ul>	<p>Exploring autumn &amp; winter Special events Remembrance Christmas Diwali ICT Road safety</p> <p><b>Skills:</b></p>	<p>Designing transport Chinese New Year Library visit People &amp; communities</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p>Life cycles Designing homes/habitats Adults vs young Butterflies Growing Tadpoles Chicks</p> <p><b>Skills :</b></p> <ul style="list-style-type: none"> <li>Compare and contrast</li> </ul>	<p>Programming/remote control cars Using range of technology Religious celebrations.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special</li> </ul>	<p>Seasons Changes in the world Growth &amp; decay</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> <p><b>Vocabulary:</b></p>

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	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p>now &gt; press &gt; play</p> <p>Diwali</p> <p>now &gt; press &gt; play</p> <p>Christmas Story</p>	<p>now &gt; press &gt; play</p> <p>Transport</p>	<p>characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul>	<p>times in different ways.</p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Understand that some places are special to members of their community.</li> </ul>	<p>Old New First Next</p>
Nursery:	<p>Exploring natural environments.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Use all of their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<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"> <li>Begin to make sense of their own life story and family's history.</li> <li>Show an interest in different occupations.</li> <li>Explore how things work.</li> </ul>	<p>Exploring growth, change and decay.</p> <p>Planting seeds and bulbs.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and animal.</li> <li>Begin to understand the need to respect and care for the natural environment and living things.</li> </ul>	<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"> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes that they notice.</li> </ul>	<p>Celebrating different cultures in the UK</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<p>Celebrating our families and communities.</p> <p>Asking questions about our families.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</li> </ul>

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			now > press > play Plants (KS1)			
<b>Mental Health:</b>	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.

GST Theme “Energy” highlighted throughout curriculum