

Foundation Stage Curriculum Map 2015-2016

| Subject | Autumn | Spring | Summer |
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| Theme | <p><u>Autumn 1</u> Traditional Tales</p> <p><u>Autumn 2</u> Divali & Christmas</p> | <p><u>Spring 1</u> Winter: Snow & Ice</p> <p><u>Spring 2</u> Africa</p> | <p><u>Summer 1</u> Journeys</p> <p><u>Summer 2</u> At the Seaside</p> |
| PSED | <ul style="list-style-type: none"> • Settling the children into the routines of school. • Making friends • Developing independence • Developing confidence • Developing a set of class rules • Looking at own and other cultures • Respecting values of own and other cultures. | <ul style="list-style-type: none"> • Begin to ask appropriate questions of others. • Explain own knowledge and understanding. • Try to resolve conflicts independently. • Develop confidence to speak in front of a group and try new activities. • Begin to manage their feelings. • Respecting values of own and other cultures. | <ul style="list-style-type: none"> • Showing sensitivity towards others. • Form positive relationships with adults and other children. • Be aware of their behaviour and consequences. • Respond to significant experiences. • Show respect to other people and living things. |
| Communication & Language | <ul style="list-style-type: none"> • Following instructions • Listening and responding to stories, songs and poems. • Using language in role play to imagine and recreate roles. | <ul style="list-style-type: none"> • To begin to maintain attention and concentrate. • To listen and respond to stories and ideas. • Imagine and recreate roles and experiences in play situations. • Introduce a narrative into their play. | <ul style="list-style-type: none"> • Follow instructions. • Develop their own stories and explanations by connecting ideas or events. • Begin to ask appropriate questions. • Begin to answer how and why questions. |

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| <p>Physical Development</p> | <ul style="list-style-type: none"> • Developing and establishing routines for PE. • Becoming more independent. • Developing a secure pencil grip. • Developing pencil control. • Working outdoors | <ul style="list-style-type: none"> • Show control and co-ordination in large and small movements. • Handle tools and equipment effectively. • Develop awareness of own hygiene. • Move creatively to music. | <ul style="list-style-type: none"> • Develop knowledge of healthy diet and importance of exercise. • Confidently move in a range of ways. • In Nursery begin to undress and dress themselves independently. • In Reception be independent in dressing, hygiene and choosing healthy foods. |
| <p>Literacy - Reading</p> | <ul style="list-style-type: none"> • Begin to learn high frequency words in Reception. • Oral blending of sounds to make words in Reception. • Introduction of phonics scheme in Reception. | <ul style="list-style-type: none"> • Nursery to start action words and phonics. • Reception to recognise fifty key words. • Read simple words and sentences. • Continue Phase 3 Phonics. | <ul style="list-style-type: none"> • Nursery to continue action words and phonics. • Reception to name and sound letters of the alphabet. • Enjoy reading an increasing range of books (fiction and non-fiction.) • Begin Phase 4 Phonics. |
| <p>Literacy - Writing</p> | <ul style="list-style-type: none"> • Begin to copy name. • Begin to write own name independently. • Begin to write some letter sounds correctly. • Encourage mark making and writing in classroom areas. | <ul style="list-style-type: none"> • Nursery to ascribe meaning to marks. • Develop preference for left or right handed. • In Reception hear and write dominant sounds in words. • Write name and captions. • Begin to write short sentences independently. | <ul style="list-style-type: none"> • Nursery to continue ascribing meaning to marks. • Continue to develop preference for left or right handed. • In Reception segment and blend sounds in words. • Begin to write recounts and simple stories. • Enjoy writing for a variety of purposes, such as: cards, shopping lists and letters. |

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| <p>Mathematics</p> | <ul style="list-style-type: none"> • Recognise numbers to 5. • Size and shape. • Count accurately to 5 and 10. • Weighing objects. • Learn number songs and rhymes. | <ul style="list-style-type: none"> • Nursery to recognise numbers to 5, then 10. • Reception and Nursery: count a set of objects accurately (to 5, 10, 15 and 20) • In Reception select correct numeral to represent quantities. • Practical addition and subtraction work. • Use 1p coins in role play. • Recognise and name common 2D shapes. • In Reception recognise and name 3D shapes. | <ul style="list-style-type: none"> • In Nursery say and use numbers to 5, and then 10. • Begin to use a two-pan balance, • Use shapes to make pictures. • In Reception say and use numbers to 20 and beyond. • Develop ways to record simple addition and subtraction. • Be able to double, share and half numbers when solving problems • Name and describe 2D and 3D shapes. • Recognise and use 1p 2p 5p 10p 20p 50p & £1 coins in practical work. • Begin to read o'clock times. |
| <p>Understanding the World</p> | <ul style="list-style-type: none"> • Introduction to ICT. • Think about similarities and differences between themselves and others. • Talk about past and present in own lives. • Recognise and describe special times with family and friends • Reception children to make discoveries about why things happen and how things change when they are baked. | <ul style="list-style-type: none"> • Develop an awareness of weather around the world. • Look at animal habitats in different parts of the world. • Find out about features of living things, objects and events. • Notice and comment on patterns. • Learn to access a variety of age appropriate ICT programmes. | <ul style="list-style-type: none"> • Talk about ways they have travelled on a journey. • Look at a range of different modes of transport. • Ask questions about why things happen and how things work. • Discuss the features of their own environment. • Make observations of plants and sea creatures. • Independently select and use ICT programmes for a specific purpose. |

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| Expressive Arts & Design | <ul style="list-style-type: none"> • Build a repertoire of songs. • Play cooperatively. • Create simple representations of events, people and objects. | <ul style="list-style-type: none"> • Explore texture and pattern and recreate by printing or in collage. • Listen to different music from around the world. | <ul style="list-style-type: none"> • Use a variety of materials and techniques to build models. • Reception to begin to use their own plans to create a model. • Begin to respond to their experiences by dancing, singing, painting or playing musical instruments. |
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Reading books Oxford Reading Tree: Traditional tales, Phonics, Songbird Phonics, Project X, Floppy Phonics and Phonics Bug Club

Snapdragons, 1st Stories Read with Biff Chip and Kipper, Oxford Literacy Web.