

Foundation Stage Curriculum Map 2023-2024	Autumn		Spring		Summer	
	Marvellous Me!		Once upon a time ...	If you go down to the woods...	Mini-beasts	Travelling & Journeys
	Rachel Bright		Jeanne Willis	Martin Waddell	Eric Carle	Kes Gray
	Police Officer Visitor / Library Visit		Library visit	Teddy Bears Picnic Visit	Animal encounters visitors	Bekonscot visit
<p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <p><b>Continuous Provision</b> to include ongoing social skills, Collaborative activities, healthy snack table, Values assemblies.</p>	<p>Our class and charter Staying Safe at School New beginnings – School Tour / Fire Alarm Practise BLP Characters Myself – body &amp; hygiene / The 5 senses Caring friendships Respecting other people and their beliefs and feelings Sharing experiences/stories from their home and faith backgrounds.</p>		<p>Telling the truth Religious buildings</p>	<p>Empathy – reading facial expressions Right &amp; wrong - religious codes of behaviour</p>	<p>Care for plants &amp; animals Showing our emotions / expressing our feelings</p>	<p>Being grateful Change / Moving on Achievements - Feeling proud</p>
<p><b>Physical Development</b></p> <p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><b>Continuous Provision</b> to include Mark making &amp; Cutting equipment, Writing activities, Creative activities, Sand, Playdough, Beanbags &amp; balls, Construction equipment, Skipping ropes, Scooters &amp; trikes, Keeping Healthy / Moving safely in school</p>	<p><b>PE Lessons</b> <b>Body Management</b> - PE Hub unit 1 <b>Manipulation &amp; Coordination</b> - PE Hub unit 1</p>	<p><b>PE Lessons</b> <b>Gymnastics</b> - PE Hub unit 1 <b>Cooperate &amp; Solve Problems</b> - PE Hub unit 1</p>	<p><b>PE Lessons</b> <b>Dance</b> - PE Hub unit 1 <b>Speed Agility Travel</b> PE Hub - unit 1</p>	<p><b>PE Lessons</b> <b>Manipulation &amp; Coordination</b> - PE Hub unit 2 <b>Body Management</b> - PE Hub unit 2</p>	<p><b>PE Lessons</b> <b>Gymnastics</b> - PE Hub unit 2 <b>Cooperate &amp; Solve Problems</b> - PE Hub unit 2</p>	<p><b>PE Lessons</b> <b>Speed Agility Travel</b> PE Hub - unit 2 <b>Athletics</b> Running, jumping &amp; throwing</p>
<p><b>Communication &amp; Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Literacy</b></p> <p><b>ELG: Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p> <p><b>Continuous Provision</b> to include Writing/Mark making areas, Reading corner, Access to topic and Class Author books, Story times, Show &amp; tell, The class theatre, Role play areas, Small world play.</p>	<p><b>Baseline Writing Assessment</b> <b>Rocket Phonics Baseline</b> <b>Rocket Phonics Weeks 1-6</b> <b>Little Red Hen</b> <b>Bread Recipes</b> Listen and respond to the story/ Learning the story &amp; re-enacting / Ordering the story. <b>Handa's surprise</b> - Retelling and ordering familiar stories. <b>Funny bones</b>- Labelling diagrams</p>	<p><b>Rocket Phonics Weeks 7-12</b> <b>Smile Crocodile</b> <b>Smile</b>– Posters / How to clean your teeth. Learning the alphabet Writing our names <b>Tiger who came to tea</b> <b>NF Tiger Books</b> Shopping lists, descriptions, Invitations, Wanted Posters. <b>Dear Santa</b> – Retelling &amp; ordering the story, Class Dear Santa book / Christmas Poem, Letters to Santa. Christmas Performance Religious stories. Stories from around the world /different religions / traditions.</p>	<p><b>Rocket Phonics Weeks 13- 18</b> <b>The 3 Little Pigs</b>- retelling &amp; ordering. Notes / letters to the wolf <b>Grandma Lena's Big Ol' Turnip / The Enormous Turnip</b> - recipes, story ordering, speech bubbles <b>The gingerbread man</b> – Story map, speech bubbles, recipes</p>	<p><b>Rocket Phonics Weeks 19-24</b> <b>Goldilocks &amp; 3 bears</b> <b>NF Bear Books</b> – Reports, Letters, retelling the story <b>We're Going on a Bear Hunt</b>- Story Ordering, Factual writing about bears <b>I want my Hat back</b> – Character descriptions, Adapted stories <b>Shakespeare Week</b> – Fairy stories</p>	<p><b>Rocket Phonics Weeks 25-30</b> <b>Hungry Caterpillar</b> – Speech factual writing <b>The snail by Matisse</b> <b>NF Slugs and Snails</b> -Descriptions of the art work <b>What the ladybird heard</b> <b>NF Ladybird books</b> – Maps of the farmyard, adapted story</p>	<p><b>Rocket Phonics Weeks 31-36</b> <b>Oi! Frog</b> - retelling, rhyming words, making up rhymes <b>The Night Pirates</b> – retell story, descriptions, dream stories. Labelled Treasure Maps, Treasure stories <b>Whatever Next!</b> Space travel stories.</p>

<p style="text-align: center;"><b>Mathematics</b></p> <p><b>ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Continuous Provision</b> to include Maths area, Counting songs, Counting together, The water tray, Maths computer programmes, Number lines, Measuring equipment in construction areas.</p>	<p><b>WRM Getting to know you &amp; Baseline</b></p> <p><b>WRM 1 Match, Sort &amp; Compare</b> Matching objects and pictures, sorting, sorting rules, comparing.</p> <p><b>WRM 2 Talk about Measures and Patterns</b> Compare size, mass &amp; capacity /Patterns</p>	<p><b>WRM 3 It's me, 123!</b> Representing, Comparing, Composition of &amp; Subitising 1,2 &amp; 3 1 more &amp; 1 less</p> <p><b>WRM 4 Circles and Triangles</b> Circles and Triangles Positional Language</p> <p><b>WRM 5 12345</b> Representing, Comparing, Composition of &amp; Subitising 4 &amp; 5 1 more &amp; 1 less</p> <p><b>WRM 6 Shapes with 4 sides</b> Identify, name &amp; combine shapes with 4 sides. Day &amp; Night</p> <p><b>WRM Consolidation &amp; Assessment</b></p>	<p><b>WRM 7 Alive in 5!</b> Composition of, and comparing numbers to 5. Introduce 0. 1 more &amp; 1 less</p> <p><b>WRM 8 Mass &amp; Capacity</b> Compare &amp; explore mass &amp; capacity</p> <p><b>WRM 9 Growing 6, 7, 8</b> Composition of, and matching 6,7 &amp; 8 1more/1 less Making pairs / doubles. Combine two groups Subitising</p> <p><b>WRM 10 Measuring Height, length &amp; Time</b> Compare &amp; explore height &amp; length</p>	<p><b>WRM 10 cont. Measuring – Height, length &amp; Time</b> Talk about / order &amp; sequence time</p> <p><b>WRM 11 Building 9 and 10</b> Finding, representing, composition of and subitising 9 &amp; 10 Bonds to 10 Arranging 10 1more/1 less</p> <p><b>WRM 12 Explore 3D shapes</b> Recognise &amp; name 3D shapes /Find 2D shapes within 3D shapes</p>	<p><b>WRM 13 To 20 and beyond</b> Recognising, matching and ordering numbers to 20 / Continuing patterns to 20 / Counting beyond 20</p> <p><b>WRM 14 How many now?</b> Adding and Taking Away</p> <p><b>WRM 15 Manipulate, compose &amp; decompose</b> Manipulating, rotating, composing, decomposing shapes Copying shape pictures</p>	<p><b>WRM 16 Sharing &amp; Grouping</b> Doubling / Sharing / Grouping/ Odds and Evens.</p> <p><b>WRM 17 Visualise, group &amp; Map</b> Repeating patterns / Positions / Instructions /Mapping</p> <p><b>WRM 18 Make Connections</b> Deepen understanding / Patterns &amp; Relationships</p> <p><b>WRM 19 Consolidation</b></p>
<p style="text-align: center;"><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Continuous Provision</b> to include Topic related books, The World map, Role play areas, Magnifiers, The Garden.</p>	<p>Ourselves &amp; our Family- What we believe - celebrations Healthy eating – Handa’s surprise – Handa’s Fantastic fruit salad Little Red Hen – bread making Our bodies - Hygiene - Body parts –Bones - The 5 senses. Using computer programmes / cameras Our homes / Other people’s homes Seasons – Leaves - Leaf investigation</p>	<p>Building materials Our Environment &amp; seasons Buildings - Looking at different places of worship. Building bridges The enormous turnip-soup making &amp; tasting The Cottingly fairies – making our own Fairies</p>	<p>Different materials Old &amp; new teddy bears Dressing teddy computer programme Cooking porridge Chairs for the bears Real Bears - The environments that different types of bear live in.</p>	<p>Planting &amp; growing Animals &amp; environments Baby animal names Spring features Mini-beast observations Plan &amp; Make a mni-beast garden Seasons Caterpillars Snails Investigation Ladybirds</p>	<p>Types of transport / Bekonscot. trip Around the world/ Maps and globes / Holidays Ways of travelling in the past. Mice Rockets Investigation</p>	
<p style="text-align: center;"><b>Expressive Arts &amp; Design</b></p> <p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Continuous Provision</b> to include Creative areas, Class theatre, Role play areas, Music Area, Dressing up clothes.</p>	<p>RP – Home /School / Restaurant &amp; Sophie’s kitchen /Santa’s workshop</p> <p>Portraits – Photography, painting, collage Michelle Reader - Jaguar Observational drawing Songs &amp; dances from around the world / different regions Sing up - I’ve got a Grumpy Face / The Sorcerer’s Apprentice Christmas decorations Participation in Christmas production</p>	<p>RP – 3 Pigs Building site/ Grandma Lena’s &amp; Gingerbread man’s kitchen</p> <p>Art in / from fairy tales- Arthur Rackham The Cottingly fairies Sing up - Bird Spotting</p>	<p>RP –3 Bears crime scene/ Bear’s cave</p> <p>Bear Paintings / Sketches Teddy bear songs/masks Modelling bears Musical Instruments to accompany Bear Hunt story Sing up- Five Fine Bumble-Bees</p>	<p>RP –Mini-beast Jungle / Garden Centre</p> <p>Matisse- The snail Minibeast collages Butterfly printing Growing songs Sing up – Down There Under The Sea</p>	<p>RP –Pirate ship / Train Station</p> <p>Sing up - Slap Clap Clap Solar System song</p> <p>Junk modelling space rockets Turner – trains and boats</p>	