

# Foundation Stage Curriculum Map

*\*To be used in conjunction with the new non-statutory 'Development Matters' curriculum guidance 2021*

Areas of Learning		Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
<b>P r i m e r y A r e a s</b>	<b>Personal, Social &amp; Emotional Development</b>	Establish Timetable/Routines Introduce Class Promises / Values lanyards/display Introduce Silent Reflection Introduce Job Rota and responsibilities Share information (parents and children) Video examples of PSE problem solving (share with groups) Introduce 'Pairs of Pants' (collective positive behaviour) Introduce Jar of Gems for independent problem solving  <b>Project Focus:</b> 'All About Me' books – introduce, share & discuss	Build on relationships (observations and interactions) Develop silent reflection times – Dan Seigel brain hand model Focus on self regulation (model) link to mindfulness/wellbeing Increase responsibilities and foster greater independence (scaffold strategies for conflict resolution in context) End 'show and share' sessions and put away 'All about me' books to reflect back on in summer term. Promote 'Wow moments' reinforce values and celebrate achievements. Promote respect for nature and showing care and concern for all living things (wild area – habitats)	Reinforce values and celebrate achievements (link with Values Assemblies) End adult-led plenary sessions with children coming up to relay learning opportunities Attend assemblies and become more involved in wider school issues Promote respect for nature and showing care and concern for all living things (wild area – habitats) Introduce Jigsaw characters and lead circle time sessions to familiarise more formal PSHE sessions (transition to Yr1) Discuss Transition to Y1 and make ongoing references to changes (cross over links and shared spaces)
	<b>Physical Development</b>	Establish Areas of Learning and indoor/outdoor environment Introduce resources fine/gross motor (how to safely manage risks) Wild Area – small groups (focus on child-led risk/benefit assessments) Bikes/scooters equipment – introduce expectations 'Loose Parts Play' resources – introduce/model creativity and imaginative role-play Playdough area – daily fine motor manipulation resources Discuss healthy eating habits at snack time and lunchtimes (link to hydration)  <b>Project Focus:</b> Den building, construction role play, bike shop etc	Explain features of climbing wall, rolling hill, pulley systems – model safe use and encourage resilience when facing challenge. Introduce wood working area – focus on safety and key skills when constructing and using tools. Provide more varied construction resources – developing use of materials and supporting physical development through use (fine motor and gross motor coordination) Provide opportunities for gardening, digging and planting in wild area Introduce focus skills linked to children's interests in sports (e.g. tennis, cricket, football etc)	PE focus – using field and practising skills for Sports Day Den Building activities in Forest School area Camping Day – practise setting up tents, collecting wood etc Continue digging, planting and exploring wild area and trim-trail activities Develop wood working skills Wild area sculptures from natural materials Summer Dance (Thame Festival of Dance)
	<b>Communication &amp; Language</b>	Introduce 'Wow words' – reference interactive display Model problem solving/ethical vocabulary linked to VbE (introduce gems) Focus on key words/vocabulary (spoken language) – modelling conversations, storytelling and through role play Initiate 'Show and Share' groupings – focus on listening and vocabulary Establish climate for open discussion ('thumbs up' listening/waiting) Introduce expectations for speaking and listening Announcements – whole class public speaking opportunities Initiate 'Indoor Role-play Area' – children's input (link with key vocabulary) Model imaginative/expressive language with outdoor role play areas  <b>Project Focus:</b> - Nativity – Narrating play script	Develop opportunities for whole class discussions linked to interests, celebrations, collective rewards/treats. Values Recount – Stand up in front of class and talk about the value they showed that day (linked to VbE lanyard) Encourage more opportunities for public speaking (whole class) linked to recent learning outcomes and sharing experiences (using photos and videos) Video blogs and interviews – Take turns to video/record interviews with each other about various interests and activities. Focus on retelling stories, rhymes and singing songs (link with interests, Jolly Phonics, number chants, Values songs etc)	Continue opportunities for public speaking (whole class) linked to learning outcomes and sharing experiences (using photos and videos) Story Telling – whole class opportunities to share favourite stories and retell in own words (or read). Develop language for problem solving (focussing on speaking and listening) Lead whole group discussions about school/national topics Invite groups of children to present /mini projects' to class – encourage talk about challenges faced and strategies used.



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S p e c i f i c  A r e a s	Literacy	<p>Introduce daily phonic sessions – Sets 1-6 (Jolly Phonics) Introduce writing area (inc. phonic cards) Establish climate for reading writing – frequently modelling reading and writing (e.g. listing children’s ideas and interests on w/board) Focus on self talk and model composition of sentences Focus on story language and comprehension Initiate children’s choice of story books – ‘Story Box’ Quiet reading times – daily 1:1 model reading and story sharing Daily writing (mark-making) resources linked to interests Labelling signs and captions for models and independent work Role play area labels and writing resources</p> <p><b>Project Focus:</b> - Nativity – script writing adult scribing)</p>	<p>Initiate split groups for phonics (formation and consolidation group and alternate sounds/dictation). Focus on Tricky words and verbal sentence construction. Promote new vocabulary (Wow words) to use in own writing Introduce guided reading sessions and send home blending word banks and Tricky word books. Provide phonic-based books for independent reading (daily quiet reading times) Develop script writing and storyboards (stop-frame animation). Encourage bookmaking – story-telling using props ‘ingredients’ from a list of suggestions.</p> <p><b>Project Focus:</b> - Chicken life-cycle. Make non-fiction books about Chicken life-cycle (linked to observations/studies) focus on key words</p>	<p>Book reviews – Encourage children to write own book review (bringing in favourite books from home). Focus on individual and group writing tasks linked to interests and project focus (encourage independent writing skills). Enter literacy competition (Young Writers) – promote being an author. Develop discussion time in guided reading sessions focussing on children’s shared support with decoding skills and group input linked to comprehension of text/introduction of new vocabulary.</p> <p><b>Project Focus:</b> - ‘Pen pals’ write to Yr6 buddies/grandparents/members of the community</p>
	Mathematics	<p>Establish numbers in environment (reference indoor/outdoor number lines) Introduce rote counting (English/French) at transition times – link finger counting with cardinal numbers Model mathematical language through daily routines (e.g. checking capacity with drink bottles, prepositional language when lining up) Model mathematical recording/mark making through tally’s, lists, daily routines Daily Routines Calendar, counting at lining up times, counting pairs of pants on washing line. <b>Project Focus:</b> - Create displays such as birthday calendar and significant numbers</p>	<p>Introduce mathematical mark making (tally charts/tick sheets etc.) Introduce mathematical concepts in reference to number system such as; modelling cardinal counting, subitising, number bonds to 10 etc. Introduce mathematical shape language/properties. Focus on patterns and relationships (making connections) and establish safe environment for mathematical problem solving (making mistakes by trial and error) Play games that develop mathematical concepts (introduce Maths City 1&amp;2 on Purple Mash using IWB).</p> <p><b>Project Focus:</b> - Making own board games (linked to interests)</p>	<p>Invite Oxford University/Thame partnership maths lead to teach Maths Mastery concrete to abstract sessions (numicon). Introduce group-based maths activities (chn working towards exceeding) Generate charts/tables of findings Introduce/rehearse number bonds Create mathematical displays Develop 2D/3D shape knowledge through games</p> <p><b>Project Focus:</b> - Measuring quantity/capacity linked to Science Project</p>
	Understanding the World	<p>Introduce Wild Area – exploring/respecting nature Regular discussions about family/community roles and responsibilities Role play area linked to children’s interests (real life) e.g. restaurants, shops, home, school, construction etc.</p> <p><b>Project Focus:</b> - Nativity – link to Christianity/past present/family customs/traditions</p>	<p>Introduce maps of our school (link to FS area) Create maps and looking for signs of nature in wild area. Chinese New Year – Learn about different customs and contrast with own experiences (link back to Christianity – Nativity story) Look for opportunities to invite parents of different faiths/cultures to come in and talk about their lives. Expand timetable to provide day sessions in wild area (focussing on new life – habitats and life-cycles). <b>Project Focus:</b> - Chicken life-cycle (Raise chicks from eggs in incubator) – create non-fiction books</p>	<p>Refer to my world-wide travelling (share my photography) introduce concept of diversity. Make books that show similarities and differences (cultures and ethnic groups) Look back at seasonal changes (wild area) Harvest food grown and cook/eat (camping) ‘Camp Out’ – invite parents in for day camping in Forest School area Introduce STEM and link to science in nature</p> <p><b>Project Focus:</b> Science experiments – linked to children’s ideas and suggestions</p>
	Expressive Arts & Design	<p>Introduce ‘creative areas’ – encourage independent use of resources Daily resources/materials provided for self-expression and exploration e.g. paints, pastels, playdough, clay, craft modelling, mark-making Model ‘small world play’ encouraging imagination using construction resources and natural materials Introduce musical instruments/dressing up resources and performing on the outdoor area ‘stage’ <b>Project Focus:</b> - Nativity – Acting out character role and singing songs in Christmas production.</p>	<p>Develop Role-play Areas – linked to children’s interests. Generate resources, props and storyboards to enable children to follow storyline. Introduce stop-frame animation and build model sets (linked to interests). Look at different mediums of art (replicate famous artists work and techniques). Create an art gallery for parents to visit – exhibit children’s work (common theme) <b>Project Focus:</b> - Stop Frame animation/art exhibition</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p><b>Project Focus:</b> - Thame Festival of Dance/Internal dance performance</p>