

## Foundation Stage Curriculum Map

	<b>Subject/Term</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Prime Areas</b>	<b>Personal, Social and Emotional Development</b>	All about me, circle time, sharing time.	Feelings and consequences.	Helping others.	New beginnings	Looking after ourselves and our environment.	Next steps, growing up.
	<b>Communication and Language</b>	Small group and whole class discussions, listening attentively.	Anticipate, predict and question appropriately. Show and Tell bags – to encourage class discussions.	Turn taking when speaking, engaging in active and lengthy role play.	Story Sack discussions. Prompting, imaginative story-telling and language development.	Develop their own narratives, relating personal experience and applying their imagination.	Express wants, needs, likes and dislikes confidently. Initiate and respond to 'how and 'why' questions, showing an awareness of the listener.
	<b>Physical Development</b>	Fine Motor Development (scissors, malleable materials), multi-skills, movement.	Fine motor development (tools and scissors), gym, throwing and catching.	Fine Motor Development, balance bikes, gym.	Fine Motor Development (writing), bat and ball skills, dance.	Fine motor development, dance and athletics.	Fine motor development, dance (with instructor) and athletics.
<b>Specific Areas</b>	<b>Literacy</b>	Introduction to Letters and Sounds, Phase 1 songs and rhyme and some Phase 2 phonemes. Share stories, providing a language rich environment.	Introduce remaining Phase 2 phonemes. Consolidate recognition and formation of phonemes and tricky words. Introduce Guided Reading.	Introduce Phase 3 Phonemes. Apply developing phonic knowledge to both reading and writing.	Introduce remaining Phase 3 Phonemes. Apply developing phonic knowledge to reading and writing.	Consolidate understanding of Phase 2 and 3 sounds. Apply knowledge to writing. Introduce a range of tricky words. Introduce key features of narrative to writing.	Look at fiction and non-fiction texts. Continue to apply phonic knowledge to reading and writing. Consolidate use of key features of narrative to writing.
	<b>Mathematics</b>	Number skills at ability levels, repeating patterns, 2D Shapes and positional language.	Number skills at ability levels, 3D shapes, number formation.	Number Skills at ability levels, early problem solving, measurement – length and height.	Number skills at ability levels, problem solving, measurement – weight and capacity.	Number skills at ability levels, problem solving, money.	Problem solving, number skills, money and time.

<b>Understanding the World</b>	Starting school. News and events in their own lives. Seasonal Changes, day/night time. Keyboard and mouse development on the laptops.	News and events in their own lives Diwali, bonfire night. Christmas, changes – melting/freezing, seasonal changes and environmental changes	News and events in their own lives Chinese New Year, Holi, remote control vehicles, cameras.	News and events in their own lives. Easter, Mother's Day, environmental changes – new life, springtime.	News and events in their own lives. Father's Day, recycling, taking care of the environment, Beebots.	News and events in their own lives. Using computers for a purpose, Beebots, microphones.
<b>Expressive Arts and Design</b>	Throughout the year the children experience a range of media and techniques and the opportunity to explore independently. Role play areas are regularly changed and enhanced to provide a language rich environment in which the children can develop. Throughout the year we will sing, dance and explore a range of instruments.					
<b>RE</b>	Special times We are special Harvest	Special times (2) Birth of a baby, birthdays, Christmas	Special people Me, friends, family. People who help us	Special times Mothering Sunday, Easter, Love, Last Supper	Special places Home, School, Temple, Church	Special symbols Cross, Light, Candles