


FS1 Curriculum Map 2024

Cycle B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic		Our Place in the World	Remember Remember	Remember Remember – British Values	Cracking Ideas	Treasure Seekers	Science/Home and Habitats
EY link to Whole School Topic		Me and my Friends Ourselves and Our Friends Where I Live	A Time to Remember Remembrance Celebrations	A long Time Ago Great Britain Knights and Castles	Let's Discover Superhero's Above and beyond	Times I Treasure Old and New Big Wide World	A Great Place to Dig In the Garden with minibeast Growing Food
Hooks & Stimulus Inc. Visits & Visitors		Bring in a family photo of house to share	Meet a soldier Visit to Ice Skating 2 min silence	Bring your scooter/bike to school day	Visit to the Immersive Space to go to Space	Looking Back of family holiday photos	Flip and Twist
Parent Engagement		Meet the Teacher	Back to school for a bedtime story Parents Evening Craft morning Christmas performance		Mother's Day – invite in a special person Parents Evening	Father's Day – invite in a special person	Sports Day Parents Evening
Our Wider Learning		Mental Health Awareness Day Harvest Festival - Dress in Autumnal coloured clothing	Diwali Children in Need Christmas Play	Chinese New Year	Red Nose Day World Book Day World Poetry Day Easter	Eid	
Prime Areas	Communication & Language Throughout the year children will:	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as 'go and get your coat and wait at the door' • Understand 'why' questions, like 'why do you think the caterpillar got fat?' • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran' 			<ul style="list-style-type: none"> • Develop their pronunciation but may have problems saying; -some sounds: r,j,th,ch and sh -multi-syllabic words such as pterodactyl, planetarium or hippopotamus • use longer sentences of four to six words • be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • start a conversation with an adult or a friend and continue it for many turns • use talk to organise themselves and their play: 'Let's go on a bus...you sit there...I'll be the driver from their teacher. 		
	Physical Development Throughout the year children will:	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop stand on one leg and hold a pose for a game like musical statues • Use large muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up themselves, or in teams • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its width and length 			<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. e.g. choosing a spade to enlarge a small hole they dug with a trowel • Collaborate with others to manage large items, such as moving a long plank safely • Use one handed tools and equipment, e.g. making snips in paper • Use a comfortable grip with good control when holding pens and pencils • Start eating independently and learning how to use a knife and fork • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undresses • Be increasingly independent in meeting their own care needs • Make healthy choices about food, drink, activity and toothbrushing 		

	Gross Motor	Manipulation & Co-ordination Negotiating space Squatting & standing Kicking a ball	Manipulation & Co-ordination Negotiating space Squatting & standing Kicking a ball	Body Management Moving in different ways Negotiating space – direction Balancing Throwing and catching	Body Management Moving in different ways Negotiating space – direction Balancing Throwing and catching	Manipulation & Co-ordination Moving in different ways Negotiating space - speed Throwing and catching Jumping	Manipulation & Co-ordination Moving in different ways Negotiating space - speed Throwing and catching Jumping
	Fine Motor	Playdough & tools Threading, pouring, scooping pressing, gripping skills Mark making tools	Playdough and tools Threading, pouring, scooping pressing, gripping skills Mark making tools Handwriting patterns	Playdough and tools Scissor skills Threading, pouring, scooping pressing, gripping skills Mark making tools Handwriting patterns	Playdough and tools Scissor skills Threading, pouring, scooping pressing, gripping skills Handwriting patterns Mark making tools Starts to copy letters from own name.	Playdough and tools Scissor skills Threading, pouring, scooping pressing, gripping skills Mark making tools Handwriting patterns Copies letters form own name	Playdough and tools Scissor skills Threading, pouring, scooping pressing, gripping skills Mark making tools Correctly forms letters from own name
	Other	Puts on coat independently Beginning to be independent in self-care/toileting Take care of eating and drinking independently	Puts on coat independently Beginning to be independent in self-care/toileting Take care of eating and drinking independently	Dresses with help Using toilet independently Washing and drying hands Healthy eating and making healthy choices	Dresses with help Using toilet independently Washing and drying hands Healthy eating and making healthy choices	Changing independently Good understanding of being clean Healthy eating and making healthy choices	Changing independently Good understanding of being clean Healthy eating and making healthy choices
	Squiggle While you Wiggle	Squiggle move 1 straight lines Squiggle move 2 wiggly lines Squiggle move 3 circles			Squiggle move 4 humps Squiggle move 5 hook Squiggle 6 spiral		Squiggle move 7 a gentle wave Squiggle move 8 laid down 8 stand it up straight move Squiggle move straight lines
		PSED Throughout the year children will:	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, suggesting other ideas			• Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or worried • Understand gradually how others might be feeling	
	R.E	Myself	People Special to Me	Our Special Books	Our Special Objects	Our Special Places	Our Beautiful World
	Literacy Throughout the year children will:	• Understand the 5 key concepts about print; print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the parts of a book, page sequencing • Develop their phonological awareness, so that they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother			• Use some of their print and letter knowledge in their early writing. E.g writing a pretend shopping list that starts at the top of the page writing ‘m’ for mummy • Write all or some of their name • Write some letters accurately		

Specific Areas		• Engage in extended conversations about stories, learning new vocabulary					
	Focus Texts	<p>The Rainbow Fish (Marcus Pfister)</p> <p>Handas Surprise (Eileen Browne) (Power of Reading)</p> <p>Spot Goes to School by Eric Hill</p> <p>The Large Family Books by Jill Murphy</p> <p>I need a Wee by by Sue Hendra & Neil Linnet</p>	<p>Where the Poppies now grow (Hilary Robinson)</p> <p>Bear Snores On by Karma Wilson</p> <p>The Three Little Pigs Traditional Tale</p>	<p>There Was an Old Dragon who Swallowed a Knight (Penny Parker Klostermann)</p> <p>Duck in a Truck by Jez Alborough</p> <p>My Gumpy's Motor Car by John Burningham</p>	<p>Supertato (Sue Hendra)</p> <p>Way Back Home (Oliver Jeffers)</p>	<p>The Snail and The Whale (Julia Donaldson) (Power of Reading)</p> <p>Commotion in the Ocean (Giles Andreae)</p> <p>Kipper at the Beach by Mick Inkpen</p>	<p>Olivers Vegetables (Vivan French)</p> <p>Mad about Minibeasts (Giles Andreae)</p>
	Forms of Writing	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Making marks and drawings about 'Me'</p> <p>Mark making on balloons</p> <p>Telephone messages – role-play</p> <p>Shared Writing:</p> <p>Our News</p> <p>Descriptive text – wanted poster for mummy owl</p> <p>Letter to Mummy Owl</p>	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Signs for the Bear's cave</p> <p>Making marks on 'The Cave' walls</p> <p>Birthday cards</p> <p>Shared Writing:</p> <p>Our News</p> <p>Captions for photographs from role play</p> <p>Shopping list for party items</p> <p>Party invitations</p> <p>Birthday card for Pooh bear</p>	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Postcard messages</p> <p>MOT certificates – role-play</p> <p>Car bookings – role-play</p> <p>Mechanical faults log – role-play</p> <p>Car number plates</p> <p>Shared Writing:</p> <p>Our News</p> <p>Captions for artwork</p> <p>A journey – I can see a....</p> <p>A job description</p> <p>Thank you, card/letter</p>	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Writing inspired by nursery rhymes</p> <p>Creating Seed packets</p> <p>Shared Writing</p> <p>Our News</p> <p>A caption for an illustration</p> <p>A fact about a sheep</p> <p>A Get Well message for Humpty</p>	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Lists of pets</p> <p>Making appointments – roleplay</p> <p>Prescriptions – role-play</p> <p>Shared Writing</p> <p>Our News</p> <p>A fact about a pet</p> <p>Label a pet e.g. nose, ears, tail</p> <p>A list of things needed for a pet</p> <p>e.g. bed, food, brush, lead</p> <p>A For Sale advert for a pet</p>	<p>Mark Making</p> <p>Mark making in different materials</p> <p>Labels for the role-play shop</p> <p>Price labels - role-play shop</p> <p>Signs - role-play shop</p> <p>Shared Writing</p> <p>Our News</p> <p>Captions and labels for photographs</p> <p>Postcard message</p> <p>A list of items to take on holiday</p>
	Phonics	<p>Phase 1</p> <p>Emphasis:</p> <p>*Aspect 1: Environmental sounds</p> <p>*Aspect 2: Instrumental sounds</p>	<p>Phase 1</p> <p>Emphasis:</p> <p>*Aspect 2: Instrumental sounds</p> <p>*Aspect 3: Body percussion</p>	<p>Phase 1</p> <p>Emphasis:</p> <p>*Aspect 4: Rhythm and Rhyme</p> <p>*Aspect 5: Alliteration</p> <p>*Aspect 6: Voice sounds</p>	<p>Phase 1</p> <p>Emphasis:</p> <p>*Aspect 4: Rhythm and Rhyme</p> <p>*Aspect 5: Alliteration</p> <p>*Aspect 6: Voice sounds</p>	<p>Phase 1</p> <p>Emphasis:</p> <p>*Aspect 6: Alliteration</p> <p>*Aspect 7: Oral blending and segmenting</p>	<p>Phase 1</p> <p>Emphasis:</p> <p>Aspect 7: Oral blending and segmenting</p>
	Phonics Throughout the year children will:						
		<p>*Aspect 1: Environmental sounds</p> <p>*Aspect 2: Instrumental sounds</p>		<p>*Aspect 3: Body percussion</p> <p>*Aspect 4: Rhythm and Rhyme</p>		<p>*Aspect 6: Voice sounds</p> <p>*Aspect 7: Oral blending and segmenting</p>	

			*Aspect 5: Alliteration				
Specific Areas	Maths is taken from the Development Matters bands supplemented by Master the curriculum						
	Throughout the year children will:	<ul style="list-style-type: none">• Develop fast recognition of up to 3 objects, without having to count them individually• Recite numbers past 5• Say one number for each item in order• Know that the last number reached when counting a small set of objects tells you how many there are in total• Show ‘finger numbers’ up to 5• Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5• Experiment with their own symbols and marks as well as numerals• Solve real world mathematical problems with numbers up to 5• Compare quantities using language ‘more than’, fewer than’• Talk about and explore 2D and 3D shapes using informal mathematical language: sides, corners, straight, flat, round			<ul style="list-style-type: none">• Understand position through words alone-e.g. ‘the bag is under the table’, with no pointing• Describe a familiar route• Discuss routes and locations, using words like ‘in front of’ and ‘behind’• Make comparisons between objects relating to size, length, weight and capacity• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof• Combine shapes to make new ones – an arch etc• Talk about and identify the patterns around them• Extend and create ABAB patterns• Notice and correct an error in a repeating pattern• Begin to describe a sequence of events, real or fictional		
	Master the Curriculum	Colour Matching Sorting Number 1 Number 2 subitising Number 2 Pattern 1 Pattern 2	Number 3 subitising Number 3 Number 4 Number 4 composition Number 6 Height and Length Mass Capacity		Sequencing Positional More/fewer 2D 3D number composition What comes after? What comes before? Number 5		
	Understanding the World Throughout the year children will:	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family’s history• Show interest in different occupations• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos• Continue developing positive attitudes about the differences between people• Talk about what they see, using a wide vocabulary			<ul style="list-style-type: none">• Explore and talk about different forces they can feel• Explore how things work.• Talk about the differences between materials and changes they notice• Plant seeds and care for growing plants.• Use all their senses in hands on exploration of natural materials i.e. rocks, mud etc• Explore collections of materials with similar and/or different properties• Understand the key features of the life cycle of a plant and an animal.		
	Science	Naming parts of a face	Exploring different types of weather Exploring night and day Exploring dark and light	Forces – pushing & pulling toys Investigating how toy vehicles move using ramps	Investigating materials Planting and caring for plants	Exploring pets and their physical features and behaviour Caring for living things	Investigating change & why things happen – ice cream Exploring floating and sinking Caring for the environment Sun safety Water safety

	History <i>Similarities, differences between the past and present and roles in society are explored continuously through book talk</i>	Family and personal history Who is in my family? My life story	My life story & Positive attitude to differences Special events i.e. birthdays	Different Occupations People who help us: jobs, equipment, vehicles	Sense of time; before, after, yesterday, today etc.	Sense of time; before, after, yesterday, today etc.	Sense of time; before, after, yesterday, today etc.
	Geography	Exploring Environments • Exploring Antarctica – where penguins live through the ‘Blue Penguin’ story. Similarities and differences – life in England & life in Kenya • Comparing life in other countries through story - Handa’s Surprise	Map skills – Imaginary maps (The Gruffalo) • Exploring the physical features of woodlands	Environments • Where does the King live? • What else is in London? • How might we travel there? • How long will it take?	Map skills – drawing simple information from a map • Paths and routes – recognising features from an aerial view (linked to the route to Grandmas House)	Land & Sea – exploring different environments • Exploring oceans as a habitat and looking at differences between land and sea	Environments • Understanding & following directions • Exploring the habitats of minibeasts
	Expressive Arts & Design Throughout the year children will:	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar • Begin to develop complex stories using small world equipment like animal sets, dolls etc • Make imaginative and complex ‘small worlds’ with blocks and kits, such as a city with different buildings and a park • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail such as representing a face with a circle and including details 			<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour mixing • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape of familiar songs • Create their own songs, or improvise a song around one they know • Play instruments with increasing control to express their thoughts and feelings 		
	Art	Painting & Drawing Experimenting with a wide range of medias to create representations – portraits Experimenting with colour mixing and naming colours Experimenting with printing using shapes and objects	Painting & Drawing Experimenting with a wide range of medias to create representations – bears Experimenting with colour mixing and naming colours Experimenting with printing using shapes and objects	3D Sculpture (Construction Kits Using a variety of construction materials to create a vehicle. Experimenting with a wide range of medias to create representations – vehicles	Observational Drawing Using different drawing and painting materials to create representations of fairytale settings.	3D Sculpture (Clay) Exploring modelling and marking clay to create a pet	Collage Experimenting with mixed media to create a collage picture of a holiday location

	DT		Designing, making & evaluating Christmas card with a moving part			Designing, cooking & evaluating a cereal bar and food hygiene	
	Music	Exploring & Investigating sounds using voice, body and percussion instruments Exploring dynamics – loud and quiet sounds	Exploring & Investigating sounds using voice, body and percussion instruments Exploring dynamics – loud and quiet sounds	Exploring & Investigating sounds using voice, body and percussion instruments Exploring dynamics – loud and quiet sounds Exploring tempo – fast and slow sounds	Exploring & Investigating sounds using voice, body and percussion instruments Exploring dynamics – loud and quiet sounds Exploring tempo – fast and slow sounds	Pulse – keeping a steady beat Exploring pitch	Pulse – keeping a steady beat Exploring pitch