

| Foundation Stage Curriculum | Themes | Personal and social education | Communication and language | Physical Development | Literacy | Maths/Shape, space and measures | Understanding the world | Being Imaginative and using media and materials |
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| Autumn 1 | Welcome to School | Follow classroom rules and routines. Demonstrates an interest in classroom activities. | Speak in pairs and small groups. Show sound awareness. | Co-ordinate hand eye movements | Handle books with care Recognise print | Classify by different criteria | Recognise similarities and differences | Participate in singing and chants Take on a role in play with new friends. |
| | I Am Amazing I Feel Fine | Self-esteem and feelings | Discuss and express an opinion Speak in complete sentences | Manipulate small objects with precision | Begun to hear initial sounds in words | Count to 10 Sort by different criteria Months of the year | Begin to identify body parts Classify objects by classification. | Participate in singing and chants Take on a role in play with new friends. |
| | Those Nearest and Dearest | Friends and families Respond appropriately to the feelings of others | Describe what is happening in a picture. Know that letters combine to make print. | Balance on a low beam | Begin to blend and segment simple words Be able to talk about characters in stories. | Develop positional language Develop understanding of number concepts | Identify family relationships Observe and discover | Pretend with objects Join in with an increasing range of songs |
| Autumn 2 | Season of Plenty | Take turns and share Active participation | Recite learned rhymes and chants. Use increasingly developed vocabulary. | Throw, kick and roll objects in an intended direction. Catch a ball or beanbag. | Identify initial, middle and final sounds in words. Discriminate between words and sentences. | Estimate quantities. Use terms, yesterday, today and tomorrow. Order and sequence objects according to size. | Harvest Understand basic life cycles of plants Understand differences between their own and others families. | Dramatize with buying, selling and manufacturing. Explore with creative arts materials. |
| | What's on the Menu | Demonstrate confidence in their abilities. To follow classroom rules and routines. | -Discuss ideas. -To be able to share opinions. -To form a question. | Nutrition Understand the concept of healthy eating. Catch a ball or beanbag. | Blend sounds to read words Retell stories Understand the function of writing. | Describe and name simple 2D and 3D shapes. | Predict outcomes and record. Observe and make discoveries. | Respond to music with appropriate movements. Take on dramatic roles. |
| | Head to toe | Make increasingly independent decisions. Begin to negotiate effectively with peers. | Explain. Report observations. Discuss. | Body awareness and senses Catch a ball. | Demonstrate an interest in writing to communicate. Recall facts from stories heard. | Measure objects using nonstandard units. | Recognise human similarities and differences. Explain knowledge of body parts. | Experiment with musical instruments. Use art to represent feelings. |
| Spring 1 | Sing a song | Express own feelings using appropriate vocabulary. Respect differences. | Using pronouns and prepositions appropriately. Sequence a story. | Jump forwards, backwards and sideways with control and coordination. Hop using either foot. | Demonstrate an awareness of the sounds of language. Identify and write upper and lower case letters. | Develop numeric awareness. Compare and order objects by size | Begin to understand the differences between different materials. | Art, artists, music and musicians. Enjoy and experience different musical styles and genres. |
| | Winter Weather land | Seek help from peers when needed. | Speak using several complex sentences to convey meaning. Pay attention when others are speaking. Produce rhyming words. | Throw, kick and roll objects in an intended direction. Catch a ball or beanbag. | Segment phonemes in a word. Demonstrate increased writing ability. Identify book conventions. | Count in tens. Collect and record data. | Observe using all senses. Demonstrate understanding of the local and wider community. | Explore creative ways of moving to music. |
| | Day and Night | Cooperate with others on a given task. Use compromise and discussing to resolve conflicts. | Listen to and respond to 2-part instructions. Describe an object. Using pronouns and prepositions appropriately. | Climb up and down equipment. | Understand basic conventions of print. Blend sounds to read words. Demonstrate an interest in writing. | Opposites Identify more and less than a given number. Copy, extend and create patterns. | Night and Day Approach activities with increasing flexibility and imagination. Solve simple problems. | Experiment with different art materials. Use art to represent feelings. |
| Spring 2 | Words and Roads | Attempt to complete tasks before asking for help. Know the routines and transition easily. | Ways to communicate Use an appropriate pronoun Listen carefully to others. | Manipulate small objects with precision. | Identify upper and lower case letters. Begin to decode words Make phonetically plausible writing attempts. | Compare heavier and lighter objects. Demonstrate problem solving using number knowledge. 1 more and 1 less. | Observe using all senses and predict outcome. Become familiar with various forms of transport. | Experiment with art and music. |

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| | Safe and Sound | People who help us Demonstrate common manners towards others. | Respond to a question using sentences. | Safety Run with increasing control. | Sequence and retell stories. Make phonetically plausible writing attempts See books as sources of information. | Identify and order numbers to 20. Solve simple problems. | Build basic knowledge about the human body. Understand the basics of personal safety. | Approach activities with increasing flexibility and imagination. |
| | Buggy about Spring | Initiate interaction with others. Know the routines and transition easily. | Explain directions for completing a task. Make inferences and draw conclusions. | Walk along a line. Move small objects with precision. | Recognise some sight words. Make phonetically plausible writing attempts | Count in 5's to a 100. Read and interpret data using tally marks. Develop numeric awareness. | Insects Classify objects by characteristics. Identify animals and plants by known characteristics. Describe basic life cycles. | Engage in a variety of creative arts. Use art to represent feelings. |
| Summer 1 | City Gardens and Country Farms | Complete classroom jobs without being asked. Provide support to peers when needed. | Pay attention when another person is talking. Using pronouns and prepositions appropriately. | Growing things and healthy eating Safety Run with increasing control. | Demonstrate e auditory blending. Recognise some sight words. Write simple sentences with phonetically plausible spelling. | Represent a model for addition and subtraction sentences. Learn and recognise simple money symbols. Match coins to amounts. | Farms Predict outcomes. Record observations. Observe and make discoveries. | Experiment with different art materials. Use art to represent feelings. |
| | Fur and Feathers | Understand that actions have consequences. Respond appropriately to the feelings of others. | Make predictions about stories. Listen attentively to stories. | Will run, hop, skip and jump with increasing control. | Read groups of words and simple sentences. Explore books independently. | Use the vocabulary of time. Identify sharing and halving. | Pets and wild animals Demonstrate awareness beyond the local community. Respect the natural world and its resources. | Compare and contrast artistic representations. |
| Summer 2 | Water Wonders | Understand that actions have consequences. Respond appropriately to the feelings of others. | Produce rhyming words. Report observations Use increasingly complex vocabulary Follow instructions that are more complex. | Move with increasing control and coordination. | Read simple phonetically controlled text accurately. Understand narrative. | Count on and back from a given number. Name missing numbers on a number line. | Water and Fish Begin to understand the basic properties of materials e.g. solids, liquids and gases. Classify by multiple characteristics. | Engage in a variety of creative arts. Use art to represent feelings. |
| | Earth Day is Every day | Come to consensus on conflict resolution. | Use descriptive language in sentences. Make inferences and draw conclusions. | Jump forwards, backwards and sideways with control and coordination. | Demonstrate and understanding of basic print conventions and simple punctuation. | Use ordinal numbers. Write numbers 1 to 0. | Our world Environment To begin to have an awareness of the impact we have on our environment. Develop an awareness of different environments. Demonstrate early geographical think | Engage in a variety of creative arts. Use art to represent feelings. |