

Foundation Big Picture Plan – 2022/23

Foundation Big Picture Plan 2024-25

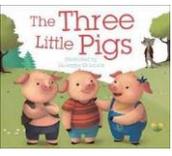
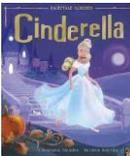
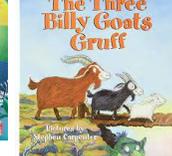
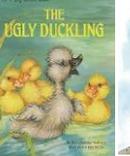
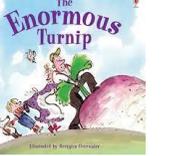
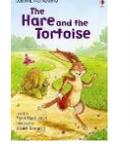
Areas of Learning	Autumn 1 New Beginnings	Autumn 2 Celebrations	Spring 1 Transport	Spring 2 Changes (animals and plants)	Summer 1 Far and Away	Summer 2 Superheroes
Events/foci in addition to children's initial interests and fascinations	Transition Baseline Building secure relationships between children and adults Modelling and embedding routines Introduce school bear – link with home and school School Tour – 'We're going on a school hunt' Mapwork – classroom & school Classroom share Harvest festival	Autumn Walk Bonfire Night- 5 th Nov Remembrance Day 11 th Nov World Nursery Rhyme Week- 11 th -15 th Nov Divali- 31 st – 1 st Nov Christmas Nativity Hanukkah- 25 th Dec- 2 nd Jan Autumn – weather/seasons	Winter Walk New Year Resolutions Revisiting routines and expectations Lunar New Year- 10 th Feb Internet Safety Day- 11 th Feb Valentine's Day Winter – weather/seasons Local walk around Corfe Mullen	Spring Walk Shrove Tuesday 4 th March World Book Day- 6 th March Easter Spring – weather/seasons Growing plants Mother's day 30 th March Ramadan/Eid 28 th Feb-31 st March	Harry Paye day Earth day Trip to Moors Valley	Father's Day- 15 th June Sports Day Summer Walk Transition to Y1

Core Texts

Culturally Diverse Fairy Tales - 11 picture books for your classroom - No Time For Flash Cards

Core Literacy Texts						

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<p>Traditional Tales</p>	 	 	 	 	 	 
<p>Songs and Rhymes</p>	<p>Two little dickie birds Humpty dumpty Twinkle Twinkle Old MacDonald Incy Wincy spider</p>	<p>5 in the bed 5 little ducks Hickory Dickory Dock Baa baa black sheep Dingle dangle scarecrow (Harvest)</p>	<p>The wheels on the bus Row row row your boat I'm a little teapot Jack and Jill Pat a cake</p>	<p>Horsie horsie Hey diddle diddle Polly put the kettle on 1,2,3,4,5 once I caught a fish alive</p>	<p>The grand old duke of York The ants go marching 1,2 buckle my shoe</p>	<p>Sing a song of sixpence Miss Polly This old man</p>
<p>Educational Programme</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
<p>Communication and Language</p>	<p>I know how to say a sentences of four to six words</p> <p>I know how to join up a sentence with words like ‘because’, ‘or’, ‘and’</p> <p>I know how to use future and past tense.</p> <p>I can answer simple ‘why’ questions?</p> <p>I know how to listen carefully and why listening is important.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know rhymes, poems and songs.</p>	<p>I know new vocabulary.</p> <p>I use new vocabulary in different contexts.</p> <p>I can use new vocabulary through the day.</p> <p>I can ask questions to find out more and to check they understand what has been said to them.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know and use social phrases.</p> <p>I know the different between a fiction and non-fiction books.</p>	<p>I know and can describe events in some detail.</p> <p>I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I can engage in story times.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>I know new vocabulary and use it in context.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I know features of a non-fiction books.</p> <p>I can listen to and talk about non-fiction texts to develop a</p>	<p>I can articulate their ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know how to engage in story times.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can use new vocabulary in different contexts.</p> <p>I can engage in non-fiction books.</p>	<p>I can describe events in some detail.</p> <p>I know how to ask questions to find out more and to check I understand what has been said.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I know rhymes, poems and songs.</p>

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	I can use social phrases. I can engage in story times.	I know rhymes, poems and songs.		deep familiarity with new knowledge and vocabulary.		
Curriculum Goals	<ul style="list-style-type: none"> Use a wide range of new vocabulary I can articulate ideas in well-formed sentences using words like 'because', 'or', 'and' Can verbally share my story lines with peers whilst playing <ul style="list-style-type: none"> Can formulate and answer a simple question Can recite a selection of taught nursery rhymes Can listen carefully during group, 1;1 and whole class situations Can verbalise ideas whilst playing 	<ul style="list-style-type: none"> Can formulate a coherent, compound sentence using new vocabulary with understanding Can express storylines and negotiate with peers Can ask a question to retrieve further information <ul style="list-style-type: none"> Can recite known rhymes with intonation and show awareness of repeated language patterns Can respond showing understanding Can evaluate ideas and use talk to solve problems and negotiate 		<ul style="list-style-type: none"> Can talk about themselves and experiences in detail, using compound sentences, correct tenses and a rich range of vocabulary Can apply a rich range of vocabulary to retell stories, engage in non fiction and talk about stories Can use repeated language patterns(rhymes, poems and songs) in roleplay, small world and written story lines Can respond showing a deep understanding using a rich range of vocabulary. Can talk in detail about how and why things work 		
Vocabulary	<i>story fiction nonfiction rhymes poems listen speak talk because and or question answer why what</i>	<i>how problem next rhythm pattern repeat</i>		<i>Vocab appropriate to content</i>		
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Personal, Social and Emotional	<p>I can play alongside others.</p> <p>I take part in pretend play in a range of roles.</p> <p>I can negotiate solutions to conflicts in their play.</p> <p>I know I am a valuable individual.</p> <p>I can build constructive and respectful relationships.</p>	<p>I can build constructive and respectful relationships.</p> <p>I can express their feelings and consider the feelings of others.</p> <p>I can identify and moderate their own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p> <p>I can manage their own needs.</p>	<p>I know how to express their feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p>	<p>I can show resilience and perseverance in the face of challenge.</p> <p>I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' 	<p>I can express my feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can think about the perspectives of others.</p>	<p>I know I am a valuable individual.</p> <p>I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine

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	I know how to express my feelings and can consider the feelings of others. I can manage my own needs. Eg Personal hygiene	E.g. Personal hygiene	I can manage their own needs. • Personal hygiene	<ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian 		• being a safe pedestrian
Curriculum Goals	<ul style="list-style-type: none"> • Can toilet independently and wash hands • Can recognise and say when they are upset, happy, hurt or need help • Can identify how my peers are feeling • Can identify foods that keep them healthy 		<ul style="list-style-type: none"> • Can take off and put on jumpers, shoes and coats independently • Can explain how they are feeling and say why • Can understand how their behaviour can impact others • Can understand that sleep, regular activity and tooth brushing keep their bodies healthy • Can identify when they are feeling disappointed, frustrated and discouraged 		<ul style="list-style-type: none"> • Can dress and undress all garments independently • Can regulated own feelings by using a variety of strategies independently • Can alter their behaviour to be sensitive to the needs of others and different social contexts • Can say why sleep, healthy food, regular activity and tooth brushing keeps their bodies healthy • Can understand challenges and demonstrate not giving up. 	
Vocabulary	<i>healthy food fruit balance vegetable water wash soap toilet feeling</i> <i>Vocab related to feeling – core texts above</i>		<i>disappointed discouraged frustrated fail challenge persevere behaviour sleep active regular daily screen time body teeth brushing</i>		<i>calming calm down dress undress change new choice</i>	
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Physical Development <i>Including PE, Gross & Fine Motor Skills</i>	<p>I know the skills I need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p>I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p>I know how to hold my pencil correctly.</p> <p>I know how to use scissors and a knife and fork correctly.</p> <p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Dental Hygiene</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when</p>

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	Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	gymnastics, sport and swimming.	Progress towards a more fluent style of moving, with developing control and grace.	sitting at a table or sitting on the floor. Progress towards a more fluent style of moving, with developing control and grace.
Curriculum Goals	<ul style="list-style-type: none"> Can sit for a sustained period using correct posture on the carpet Can sit for a sustained period using correct posture at the table Can hold scissors using the correct hold and use snipping action Can make a mark using paintbrushes, pencils, pens of different shape and sizes Can hold a tool and saw effectively Can hold a pencil using tripod hold and early stages of pincer hold Can roll, throw and kick a ball without control 	<ul style="list-style-type: none"> Can cut a straight-line using scissors Can hold a pencil using a pincer grip and draw curved and straight lines. Can hold knife and fork and cut food effectively Can pedal, and push a scooter effectively. Can roll, throw and kick a ball with control Can balance on steppingstones and wooden planks 	<ul style="list-style-type: none"> Can cut a curved shaped Can hold pencil with pincer grip and form most letters using correct orientation Can use different equipment involving balancing, core strength and co ordination Can catch and throw different sized balls Can jump, roll, twist, hop, run and balance using different equipment 			
Vocabulary	<i>sit posture hold snip thumb fingers strength knife fork cut spread push pull saw balance wobbly roll throw kick up/down</i>	<i>straight line throw kick balance core grate backwards forwards pedal</i>	<i>hop jump twist throw aim pincer target flexible</i>			
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Literacy <i>Read, Write Inc programme used for phonics</i> <i>*Additional roadmap in detail as appendix to our policy</i>	Word Reading Children begin to learn Set 1 sounds and how to blend through 'Assisted blending'. I know individual letters by saying the sounds for them. I can blend short words.	Word Reading Can read all Set 1 sounds and can orally blend CVC words. I can read some letter groups that each represent one sound and say sounds for them.	Word Reading Can read all Set 1 sounds speedily and can Fred talk ccvc / cvcc Nonsense cvc words Reading Red Ditty books I can read some letter groups	Word Reading Can Fred Talk 4 or 5 sounds including special friends Set 1 Can read nonsense words with 3 or 4 sounds including special friends Set 1 Reading Green storybooks	Word Reading Can read words with 4 or 5 sounds - Set 1 speedily Beginning to learn Set 2 sounds (<i>ay ee igh ow oo oo</i>) Reading Purple storybooks	Word Reading Can read words with 4 or 5 sounds – Set 1 speedily Can read all Set 1 & first six Set 2 sounds (<i>ay ee igh ow oo oo</i>) speedily Completed Purple storybooks

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	<p>I can read a few common exception words.</p> <p>I recognise my name</p> <p>Writing I am giving meaning to marks Encouraging children to hold a pencil correctly and say what their marks mean.</p> <p>- Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds</p> <p>I can:</p> <ul style="list-style-type: none"> - Use one handed tools - Use comfortable grip and show good control with pencil - Show a preference for a dominant hand 	<p>I can read a few common exception words.</p> <p>I know how to blend with taught graphemes</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • I can write a label or list • I can write a simple caption • Segment and record words with taught graphemes. 	<p>that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • I can write captions with common exception words and finger spaces. • Begin to form lower-case and capital letters correctly. 	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • Start to form lower-case and capital letters correctly. • Write and spell common exception words correctly 	<p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words.</p> <p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly. 	<p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • To start to introduce adjectives into writing. • To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. • Form lower-case and capital letters correctly.
<p>Curriculum Goals</p>	<ul style="list-style-type: none"> • Write some/all of name • Write some letters accurately. • Saying sounds for individual letters • Write a label/list • Segment and record words with taught graphemes 	<ul style="list-style-type: none"> • Begin to use finger spaces • Increased accuracy of lower case letters • Some recording of red words • Beginning to record short captions or sentences • Segment and spell words with taught graphemes • Show an awareness of full stops • Beginning to show interest in writing 	<ul style="list-style-type: none"> • Form lower case letters accurately • Write short sentences by segmenting unfamiliar words and spelling known red words ('Red, green and some purple from mats) • Begin to use adjectives in writing • With support, read back sentences checking for full stops and finger spaces • Shows interest in writing and writes for a purpose 			

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Vocabulary	<i>sounds blend Fred Talk label list</i>		<i>sounds blend Fred Talk finger space red words sentence full stops</i>		<i>sounds blend Fred Talk finger space red words sentence full stops adjectives edit tick fix</i>	
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Maths NCTEM	<u>Cardinality</u> <ul style="list-style-type: none"> Counting: saying number words in sequence Counting: tagging each object with one number word Counting: Knowing the last number gives the total <u>Measures</u> <ul style="list-style-type: none"> Recognising attributes Comparing amounts of continuous quantities Showing awareness of comparison in estimating and predicting Comparing indirectly	<u>Cardinality</u> <ul style="list-style-type: none"> Subitising: recognising small quantities without the need to count them all Numeral meanings Conservation: knowing that the number of objects does not change if things are rearranged (as long as none have been added or taken away) <u>Shape and Space</u> <ul style="list-style-type: none"> Developing spatial awareness: experiencing different view points Developing spatial vocabulary Shape awareness: developing shape awareness through construction Representing spatial relationships	<u>Comparison</u> <ul style="list-style-type: none"> More than / less than Identifying groups with the same number of things Comparing numbers and reasoning <u>Pattern</u> <ul style="list-style-type: none"> Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern	<u>Comparison</u> <ul style="list-style-type: none"> Knowing the 'one more/ one less' relationship between numbers <u>Composition</u> <ul style="list-style-type: none"> Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to form a total) (0-5) <u>Shape and Space</u> <ul style="list-style-type: none"> Identifying similarities between shapes Showing an awareness of properties of shapes	<u>Measure</u> <ul style="list-style-type: none"> Recognising the relationship between the size and number of units Beginning to use units to compare things <u>Composition</u> <ul style="list-style-type: none"> Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to form a total) (6-10) Inverse operations <u>Pattern</u> <ul style="list-style-type: none"> Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern that ends mid-point Make their own ABB/ ABC/ ABBC etc pattern	<u>Measures</u> <ul style="list-style-type: none"> Beginning to use time to sequence events Beginning to experience specific time durations <u>Shape and Space</u> <ul style="list-style-type: none"> Describing properties of shape Developing an awareness of relationships between shapes
Curriculum Goal	<ul style="list-style-type: none"> Can sing number rhymes using numbers to 5 I can subitise to 5 I can compare 2 groups I can count to 10 I can repeat a simple pattern I know number pairs to 5 		<ul style="list-style-type: none"> Can sing number rhymes using numbers to 10 I can subitise to 10 I can identify which group has more/less I can count to 20 I can write numbers to 5 I can continue a simple pattern 		<ul style="list-style-type: none"> I can add 2 groups together I can count beyond 20 I can order teen numbers I can write numbers to 10 I can share between 2 groups I can find half 	

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	<ul style="list-style-type: none"> Basic 2d shape 	<ul style="list-style-type: none"> I know number pairs to 10 Basic 3d shapes Use part whole model 	<ul style="list-style-type: none"> I know doubles to 5+5 I can make patterns using ababa/ aabb aa /abcabc patterns I can use my number of number pairs to 10 to solve addition and sub problems Talk about properties of 2 and 3d shapes 			
Vocabulary	<p>Sort match same different pattern big bigger small smaller few fewer less more long longer longest tall taller tallest heavy heavier heaviest</p> <p>Square rectangle triangle circle</p> <p>Front back next to behind in between</p>	<p>Length measure pairs zero capacity time day night minute hour</p>	<p>Add addition more than together</p> <p>Subtract minus take away share double odd even</p>			
Educational Programme	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Knowledge and Understanding of the World</p> <p>Foundations in Science, History, Geography, RE and Computing</p>	<p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can draw information from a simple map.</p> <p>I can explore the natural world around them.</p> <p>I can describe what I see, hear, and feel whilst outside.</p>	<p>I can comment on images of familiar situations in the past.</p> <p>I can draw information from a simple map.</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know about the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Computing</p> <p>I can use a touch screen game and use computers/keyboards in role play</p> <p>I can create images on the</p>	<p>I can comment on images of familiar situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can describe what they see, hear and feel whilst outside.</p> <p>I know and understand the effect of changing seasons on the natural world around me.</p> <p>Computing</p> <p>I can follow simply algorithms</p>	<p>I can explore the natural world around them.</p> <p>I know and understand the effect of changing seasons on the natural world around them</p> <p>I can describe what I see, hear and feel whilst outside.</p>	<p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can recognise some environments that are different from the one in which I live.</p> <p>Computing</p> <p>I know the difference between photography and video</p> <p>I can take a photograph</p>	<p>I can talk about members of their immediate family and community.</p> <p>I understand that some places are special to members of their community.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>Computing</p> <p>I can type letters with increasing confidence using a key board and tablet</p>

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		<p>computer using a range of programs</p> <p>I can use a painting app and explore the paint and brush tools</p> <p>I can move and resize images with my fingers or mouse</p>	<p>I can spot simple patterns</p> <p>I can sequence simple tasks</p>		<p>I can record a short film using a camera</p> <p>I can record and play a film</p>	
<p>Curriculum Goals</p> <p>Science</p> <p>Throughout the Year</p> <p>I know that weather changes through the year, getting hotter in the summer and colder in the winter</p> <p>I know that the winter is likely to bring ice on the ground when water freezes due to the cold</p> <p>I know that the four seasons are spring, summer, autumn and winter and know the order of the cycle</p> <p>I know the basic characteristics of each season</p> <p>I know what season it currently is</p>	<p>I know that there are similarities and differences between others and myself</p> <p>I know how to name some parts of the body that can be seen</p> <p>I know basic hygiene (e.g. washing hands) and can describe why this is important</p> <p>I know the name of some materials</p> <p>I know how to describe materials based on their appearance</p>	<p>I know the 5 senses and can describe things based on these criteria – Autumn/season</p> <p>I know some food that will keep my body healthy and some that won't keep my body healthy</p> <p>I know features of a healthy lifestyle (e.g. exercise) and can describe why this is important</p>	<p>I know the 5 senses and can describe things based on these criteria - Winter/season</p> <p>I know how to describe materials that are solids</p> <p>I know how to describe materials that are liquids</p> <p>I know what freezing is and can describe materials that are frozen</p> <p>I know what heating is and can describe materials that have been heated</p>	<p>I know and can gather the equipment I need to plant a seed</p> <p>I know how to plant seeds so that they will grow well</p> <p>I know how to take care of growing plants</p> <p>I know the key features of the life cycle of a plant</p> <p>I know how to compare plants and group them based on their appearance</p> <p>I know how to describe the parts of a flowering plant</p> <p>I know the name of different animals and can describe them based on their appearance and characteristics</p> <p>I know how to compare and group animals in different ways</p> <p>I know about different environments and what animals might live there</p>	<p>I know the 5 senses and can describe things based on these criteria - Spring/season</p> <p>I know materials that are hard and materials that are soft</p> <p>I know materials that are smooth and materials that are rough</p> <p>I know materials that are heavy and materials that are light</p> <p>I know how to compare materials and can talk about changes I notice</p> <p>I know how to compare the suitability of materials for a particular purpose</p>	<p>I know the 5 senses and can describe things based on these criteria - Summer/season</p> <p>I know that I grow from a baby to a child and then to an adult</p> <p>I know basic hygiene (e.g. washing hands) and can describe why this is important</p> <p>I know some food that will keep my body healthy and some that won't keep my body healthy</p>

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				I know the 5 senses and can describe things based on these criteria - Spring/season		
Vocabulary Science	<p><u>Plants:</u> Tree, leaf, flower, stem, seed, petal</p> <p><u>Animals, including humans/Living Things and their habitats:</u> Head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal, see, hear, touch, taste, smell</p> <p><u>Materials:</u> Material, wood, glass, paper, hard, soft, smooth, rough, heavy, light</p> <p><u>States of Matter:</u> solid, liquid, freeze, melt, heat, cool, ice, water</p> <p><u>Seasonal Changes:</u> Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun</p>					
Curriculum Goals History	<p>Toys</p> <ul style="list-style-type: none"> I know who is in my immediate family I know that the past is something that has already happened I know that the future is something that hasn't happened yet Know that photographs tell stories about our past Remembering events, losses in our past (lost toys, old friends) Comment on images of familiar situations in the past Know the name of a significant event 	<p>Communication & Technology</p> <ul style="list-style-type: none"> I can use everyday language related to time I can order and sequence familiar events Organise events using basic chronology, recognising that things happened before they were born Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences Know the name of a significant event 	<p>Transport</p> <ul style="list-style-type: none"> I can talk about past and present events in my own life and in lives of family members I can talk about similarities and differences between myself and others Use images to show familiar situations in the past Discuss experiences that are familiar to them and explain how these may have differed in the past Know the name of a significant event 		<p>Brownsea Island</p> <ul style="list-style-type: none"> Know that photographs tell stories about our past Know that photographs tell stories about our past I can use everyday language related to time Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences 	
Vocabulary History	Toy, new, old, same, different, play, family, question, material	Older, younger, yesterday, today, tomorrow, last week, future, family, talk, communicate, write, order	Car, van, bike, lorry, train, walk, boat, balloon, aeroplane			
<p>Curriculum Goals Geography</p> <p>Throughout the Year Observe their immediate environment – seasons link Make links and notice patterns in their experience</p>	<p>Talk about the features of where they live (their own immediate environment)</p> <p>Understand similarities and differences in relation to local places</p>	<p>Use simple locational language to describe the location of features</p> <p>Understand similarities and differences in relation to local places</p>		<p>Talk about the features that make environments different from one another</p> <p>Understand what land is used for in their immediate environment</p>	<p>Understand similarities and differences in relation to local places</p> <p>Understand similarities and differences in relation to the places people live</p>	<p>Talk about how to reduce, reuse and recycle</p>

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Describe the weather in their immediate environment	<p>Understand similarities and differences in relation to the places people live</p> <p>Use simple locational language to describe the location of features</p> <p>Use a simple plan to understand the location of different features</p> <p>Use and discuss photographs and aerial photographs</p> <p>Understand what land is used for in their immediate environment</p> <p>Observe their immediate environment</p>			Observe their immediate environment	<p>Use simple locational language to describe the location of features</p> <p>Use and discuss photographs and aerial photographs</p>	
Vocabulary Geography	Maps, Globe, Places, Locations, Features, Playground, Houses, Buildings, Park, Shops, Bus stop, Church, School, home heath		Places, people, environment, same, different		similar, different, community, objects, materials, reduce, reuse, recycle	
Curriculum Goals RE	<p>Theme: Special People Key Question: What makes us special? Religion: Christianity, Judaism</p>	<p>Theme: Incarnation Key Question: Why do Christians perform Nativity at Christmas? Religion: Christianity</p>	<p>Theme: Creation Key Question: Why is the word 'God' so important to Christians? Religion: Christianity</p>	<p>Theme: Salvation Key Question: Why do Christians put a cross in an Easter Garden? Religion: Christianity</p>	<p>Theme: Stories Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places Key Question: What makes places special? Religion: Christianity, Islam, Judaism</p>
Vocabulary RE	Special, people, family, Christians, Jesus, son, role model	Nativity, Christmas, special, incarnation	God, creation, world	Easter, cross, palm, Good Friday		
Curriculum Goals Computing		<p><u>Computer Systems and Networks</u> Using a Computer</p> <ul style="list-style-type: none"> I know what a keyboard is and how to locate relevant keys I know how to log in and log out and why this is important I know what a mouse is and to develop basic 	<p><u>Programming 1</u> All about instructions</p> <ul style="list-style-type: none"> I know how to follow instructions as part of practical activities and games I know how to learn to give simple instructions I know that an algorithm is a set of instructions to 	<p><u>Programming 2</u> Programming Bee-Bots</p> <ul style="list-style-type: none"> I know how to understand the meaning of directional arrows I know how to follow a simple sequence of instructions I know how to experiment with 		<p><u>Data Handling</u> Introduction to Data</p> <ul style="list-style-type: none"> I know how to sort and categorise objects I know how to respond to yes/no questions as an introduction to branching databases

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		mouse skills such as moving and clicking	<p>carry out a task, in a specific order</p> <ul style="list-style-type: none"> I know how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary 	<p>programming a Bee-bot/Blue-bot</p> <ul style="list-style-type: none"> I know how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary I know how to debug instructions, with the help of an adult, when things go wrong 		<ul style="list-style-type: none"> I know how to interpret simple pictograms
Vocabulary Computing		Computer, mouse, keyboard, key, log in, log out, move, click	Program, instructions, algorithm, order, tinker	Program, instructions, algorithm, order, tinker, debug		Data, sort, organise, order, information, collect
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<p>Expressive Arts and Design</p> <p>Foundations in Art, DT & Music</p> 	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can develop storylines in their pretend play.</p> <p>I know how to create collaboratively, sharing ideas, resources, and skills.</p>	<p>I know how to create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I know how to develop storylines in my pretend play.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>I can return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I can develop storylines in my pretend play.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p>
Curriculum Goals Art	Drawing I know a line is made by a 'dot' that moves	Drawing I know that lines can create shapes	Drawing I know that there are many different characteristics of line	Drawing I know that different media create different types of mark	Drawing I know that sometimes I want to draw what I can	Drawing I know that sometimes I want to draw what I can

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<p>Throughout the Year – Printing: Link to Season/science</p> <p>I know that paint can be applied to objects and ‘printed’ onto paper</p> <p>I know that I can use different objects and materials to make a print</p> <p>I know that different surfaces and objects have different textures</p>	<p>Sculpture</p> <p>I know that an object will look different from different angles</p> <p>I know that texture describes the way an object feels to the touch</p>	<p>I know that when a line meets up with where it started, this make a shape</p> <p>Painting</p> <p>I know what is meant by colour</p>	<p>(including solid, dotted, straight, curved, zigzag)</p> <p>Sculpture</p> <p>I know that different materials/objects can be combined and arranged to create new forms</p> <p>I know that malleable materials can be manipulated in different ways</p>	<p>Painting</p> <p>I know that primary colours are colours that cannot be made by mixing other colours together</p> <p>I can name the primary colours</p> <p>I know that when I mix colours, it creates a new colour</p>	<p>see, and sometimes what I think, feel or imagine</p>	<p>see, and sometimes what I think, feel or imagine</p> <p>Painting</p> <p>I know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates</p>
<p>Vocabulary</p>	<p>Drawing: Line, solid, dotted, straight, curved, zigzag, shape, observation, idea, thinking, feeling</p> <p>Painting: Colour, primary colour, mixing, surface, paint, fine, thick</p> <p>Sculpture: Texture, rough, smooth, bumpy, pattern, idea, surface, material, natural, man-made, press, squeeze, pinch, cut, roll, flatten, press, knead, join, stick</p> <p>Printing: Shape, texture, surface, design, printing, print, material, natural, man-made</p>					
<p>Curriculum Goals DT</p>	<p>Structures</p> <p>I know how to stack objects to create a structure</p> <p>I know how to join objects together (such as Lego, Duplo, etc.) to create a structure</p> <p>I know build a structure using junk modelling resources</p> <p>I know how to explain why a structure stands up and why a structure might fall over</p>	<p>Structures</p> <p>I know how to use glue and tape to join materials together</p> <p>Textiles (Party Hat)</p> <p>I know how to notice and describe a pattern</p> <p>I know how to make a pattern (including repeating patterns with three or more colours)</p> <p>Cooking and Nutrition (Gingerbread Biscuits)</p> <p>I know where some foods come from</p> <p>I know how to describe food using taste, smell, texture and feel</p>	<p>Cooking and Nutrition (Bread)</p> <p>I know how to describe food using taste, smell, texture and feel</p> <p>I know how to stir, spread, knead and shape a range of food and ingredients</p> <p>I know how to work safely and hygienically</p> <p>I know how to think about the need for a variety of foods in a diet, identifying healthy and unhealthy choices</p> <p>I know how to measure and weigh food items using non-standard units (e.g. cups)</p>	<p>Cooking and Nutrition (Fruit Salad)</p> <p>I know where some foods come from</p> <p>I know how to describe food using taste, smell, texture and feel</p> <p>I know how to stir, spread, knead and shape a range of food and ingredients</p> <p>I know how to work safely and hygienically</p> <p>I know how to think about the need for a variety of foods in a diet, identifying healthy and unhealthy choices</p>	<p>Mechanical Systems (Moving Picture)</p> <p>I know tools I can use to join materials</p> <p>I know techniques I can use to join materials</p> <p>I know ways I can alter the shape of materials</p> <p>I know how to assemble materials I am using</p> <p>I know how to create a product for a specific purpose or user</p> <p>I know how to explain how my product works</p>	<p>Textiles (Superhero logo)</p> <p>I know how to follow a line by threading</p> <p>I know how to thread by pushing a lace through a series of holes</p> <p>I know how to thread beads</p> <p>I know how to create a shape by threading using binca and thick thread</p>

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		<p>I know how to stir, spread, knead and shape a range of food and ingredients</p> <p>I know how to work safely and hygienically</p> <p>I know how to think about the need for a variety of foods in a diet, identifying healthy and unhealthy choices</p> <p>I know how to measure and weigh food items using non-standard units (e.g. cups)</p>		<p>I know how to measure and weigh food items using non-standard units (e.g. cups)</p>		
Vocabulary	Structure, design, join, build, junk modelling, Hole, push, pull, thread, lace, pattern, repeat, colour, control, binca, stitch	Healthy, clean, sharp, safe, chop, cut, mix, cook, stir, spread, knead	Tool, technique material, shape, assemble, purpose, user, Hole, push, pull, thread, lace, pattern, repeat, colour, control, binca, stitch			
Curriculum Goals Music	<p>Singing</p> <ul style="list-style-type: none"> • Speak and chant short phrases together • Find their singing voice and begin to develop an awareness of pitch over a small range of notes <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them <p>Composing</p> <ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument <p>Performing</p> <ul style="list-style-type: none"> • Explore different sounds made by the voice, hands, objects and conventional instruments (timbre) 	<p>Singing</p> <ul style="list-style-type: none"> • Make changes in their voices to express different moods /feelings • Co-ordinate actions to go with a song <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) <p>Composing</p> <ul style="list-style-type: none"> • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds <p>Performing</p> <ul style="list-style-type: none"> • Explore different sounds made by the voice, hands, objects and conventional instruments (timbre) 	<p>Singing</p> <ul style="list-style-type: none"> • Sing short phrases or responses on their own • Sing a variety of songs both accompanied and unaccompanied <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms louder/quieter, faster/slower, higher/lower <p>Composing</p> <ul style="list-style-type: none"> • Create a sequence of different sounds in response to a given stimuli <p>Performing</p> <ul style="list-style-type: none"> • Create high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics) and fast and slow sounds (tempo) 			
Vocabulary	Chant, Speak, Sing, Fast, Slow, Loud, Quiet, High, Low, Follow, Instrument, Repeat, Rhythm, Song, Sounds	Chant, Speak, Sing, Fast, Slow, Loud, Quiet, High, Low, Follow, Instrument, Repeat, Rhythm, Song, Sounds	Chant, Speak, Sing, Fast, Slow, Loud, Quiet, High, Low, Follow, Instrument, Repeat, Rhythm, Song, Sounds			