Foundation Stage curriculum map

Jeavons Wood Primary School

	Autumn Term		Spring Term		Summer Term	
Topic	**Who am I?**	**Stomp in the swamp**	**Vroom Vroom!**	**Castles in the sky**	**It's a bug's life**	**Wild things!**
Trips/ visitors	Parent/community	Cambourne church – Christmas Dentist Visit Parent/community visitor Diwali	Parent/Community visit - Chinese new year Easter	Cambourne walk Eid visitor- Mrs Khan	Zoo Lab Visit Tadpoles in class	Shepreth Wildlife Park
Wow/Off Curriculum Days	Wow Day – Geography focus Who Am I? Book Here we are Oliver Jeffers Science Day – What makes me me? Book What I like about me – Allia Zobel Nola	Wow Day – History Focus Dinosaurs. Book How do dinosaurs say goodnight? Jane Yolen Am I Yours? Science Day – Healthy living and oral health. Book: Olivers Vegetables All The Nonsense in My Teeth.	Wow Day – Geography Focus Islands, Text- Around The World, continents and countries. Book: How to make an apple pie and see the world Marjorie Priceman Science Day – Book: Who Sank the boat? By Pamela Allen Boats- Floating and sinking, making rafts, exploring materials and forces.	Wow Day – History Focus Castles and knights, Kings and Queens Book: The Castle the King Built, National Trust. Science Day – Growing and planting day. Book: The tiny seed Eric Carle	Wow Day – Science Focus Bugs, environments and habitats Book: Bugs bugs bugs Bob Barner History Day – Chronology, what is old and what is new? Book: A Street Through Time	Wow Day – Geography Focus, where do the animals live? Book: The Journey Home
Big questions	What makes a family? Where in the world is Cambourne? What makes us the same/different? How do we grow?	When did dinosaurs live? Can we name some dinosaurs? What happened to them? What did dinosaurs eat? What is a herbivore/carnivore?	What are islands? What makes an object float? What makes some things sink?	Where do we live? Who lives in a castle? What might you see in a castle? Why were castles built? What does a castle look like?	What is a mini-beast? How do mini-beasts grow? How many mini-beasts can we name? What is old and what is new? How do we know what came first?	Which animals live in Africa? Where is Africa? What are animal families? What is a mammal? What is a reptile?

English	**Key text:** (Drawing Club) The Colour Monster Meg and Mog Bananaman (animation) Billy and The Beast Christopher Pumpkin	**Key texts:** (Drawing Club) Zoomer the Number Dog The Night Pirates Superworm Bagpuss: the old man's beard (animation) Mixed Santa's Christmas Quackers	**Key texts:** (Drawing Club) Not Now Bernard Room on the Broom Penguin We're going on a Bear Hunt Road Runner (animation) Rosie's Walk	**Key texts:** (Drawing Club) The Magic Roundabout (animation) The Giant Jam Sandwich The Tiger who came to Tea The Pink Panther (animation) The Night Pirates	**Key texts**: (Drawing Club) The Hairy Toe Popeye (animation) Tiddler Would you rather? Stuck Wacky races (animation)	**Key texts:** (Drawing Club) Where the Wild things are Dear Zoo Farmer Duck Mr Benn (animation) Chicken Licken Bat Fink
Maths	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Outcome: • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek Measure Sorting Time

	• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger number Comparing quantities of identical and non-identical objects 3D and 2D shapes introduction	made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing number	cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting number Length, height, distance Weight	• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Composing and decomposing shapes	Outcome: Volume and capacity Sorting into 2 groups
Science	What makes me different from my friend? - who am I?	How can I be healthy? - Oral health	What makes an object float or sink? - Exploring materials - Exploring simple Forces	Are all plants the same? - what makes plants grow? - types of plants	What is a minibeast? - Environments and habitats.	What makes an animal different? - Types of feeders - Evolution from the dinosaurs.
RE	Christianity and religious beliefs represented in the class, school and local community. **Myself** "Why am I precious?" To explore different religious stories.		Christianity and religious beliefs represented in the class, school and local community. **World** "What makes our world so wonderful?" Children to explore their local environment. Children to take photos of their favourite things around them.		Christianity and religious beliefs represented in the class, school and local community. **Growing** "How and why do things grow?" Children to explore change in the natural world.	

	Be able to explain what makes them special. Allow children the opportunity present objects that are precious to them. Baptism- trip to Cambourne church		Children to be able to create a piece of art work to celebrate the world around them and what makes it wonderful. (Local community).		Children to be able to describe how it feels for me to grow? Children to be able to demonstrate through art or verbally seasonal changes.	
PSHE	Myself and my relationships: Beginning and belonging 1.	Myself and my relationships: Family and friends 2/ My emotions 3.	Citizenship 1. Identities and diversity.	Citizenship 2: Me and my world.	Healthy and safer lifestyles: Keeping safe 2. NSPCC Pants Rule, Childline	Healthy and safer lifestyles: My body and growing up 1. Healthy lifestyles 3.
History	What is old and what is new? Timelines of our own lives	What were the dinosaurs? Can we name some of the dinosaurs that roamed the earth?	How did we travel before cars?	Why were castles built? Who lived in them?	Chronology, what is old and what is new? Toys, clothes, buildings, photos	New and Old animal, evolution of dinosaurs into animals.
Geography	Where do I live? People and communities around the world.	What did the world look like when dinosaurs lived?	What are islands? Locate an island in the Pacific and Indian Ocean.	Human Geography – buildings in our local area (Cambourne Walk).	Hot and cold places?? Climates and weathers	Where is Africa? What is the weather like in Africa and why? Where do the animals live? – Other continents, countries and seas.
Art	Kapow Craft and Design- Let's get Crafty Seasonal Crafts-Autumn crafts- Nature wreaths Enhanced provision- Self portrait (Front page of scrap book)	Kapow Marvellous Marks Seasonal Crafts-Winter crafts- Threaded Snowflakes Seasonal Crafts- Christmas Crafts-Salt Dough decorations **FOREST** Enhanced provision- Pointillism dinosaurs	Kapow Painting and mixed media-Paint my World Seasonal Crafts- Spring Craft Petal mandala sun catchers **FOREST** Enhanced provision- Observational vehicle drawings	Kapow Sculpture and 3D- Creation Station Seasonal Crafts- Easter Craft- Egg threading Enhanced provision-	Kapow Seasonal Crafts-Summer Craft- salt painting Enhanced provision-	Enhanced provision- Observational drawings flowers
DT	Making and decorating biscuits/making	Making and decorating biscuits/making	Making and decorating biscuits/making	Making and decorating biscuits/making	Making and decorating biscuits/making	Making and decorating biscuits/making

	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.	cakes/joining and fixing/making moving parts/building from recycled, natural and man-made materials.
Music	Exploring Sound	Celebration Music : Diwali, Hanukkah, Kwanzee, Christmas.	Timbre Train	Musical Stories Using music to represent traditional tales.	Music and Movement	Big Band
PE- Indoor	Get Set for PE Introduction to PE Unit 1	Get Set for PE Gymnastics Unit 1	Get Set for PE Fundamentals Unit 1	Get Set for PE Fundamentals Unit 2	Get Set for PE Ball Skills Unit 1	Get Set for PE Ball Skills Unit 2 Prepare for Sports Day
PE-Outdoor	Trim Trail	Trim Trail	Trim Trail	Trim Trail	Balanceability Trim Trail	Trim Trail