

FOUNDATION STAGE CURRICULUM MAP

Personal Social and Emotional Development



Communication and Language



Physical Development



Literacy



Mathematics



Understanding The World



Expressive Arts and Design



Characteristics of Effective Learning

| Subject and key objectives | Key skills – written in the form of questions |
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| <p>Personal Social and Emotional Development</p> <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. • They take account of one another • They show sensitivity to others feelings. • They form positive relationships with adults and other children <p><u>Self –confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Children are confident to try new activities. • They can say why they like some activities more than others. • They are confident to speak in a familiar group. • They will talk about their ideas. • They will choose the resources they need for their chosen activities. • They say when they do or don <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings. • Children talk about their own and others unacceptable. • They work as part of a group or class and understand and follow the rules. • They adjust their behaviour to different situations. • They take changes of routine in their stride. | <p>Can you...?</p> <p>Can you work as part of a group, taking turns and sharing fairly? Do you know when you are being fair? Can you show consideration for others feelings when working together?</p> <p>Can you ask questions of known adult? Can you select and use resources independently? Can you explain about something you have enjoyed doing?</p> <p>Can you tell someone how you are feeling? Do you know what to do if you are feeling worried or angry? Can you talk about your own needs, views and feelings? Can you be sensitive to the needs, views and feelings of others? Can you consider the consequences of words and actions for self and others? Can you take feedback on board and suitably moderate actions and behaviours? Can you take a new experience in your stride?</p> |

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| <p>Communication and Language</p> <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • They give their attention to what others say and respond appropriately, while engaged in another activity. • <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. • They answer questions and in response to stories or events. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • They develop their own narratives and explanations by connecting ideas or events. | <p>Can you...?</p> <p>Can you listen carefully to what is being said and repeat this if they need to? Do you know not to interrupt when someone else is saying something? Can you maintain concentration and attention? Can you sit and listen to a story? Can you take turns in speaking?</p> <p>Can you ask questions using Can you respond to instructions involving a two-part sequence? Can you understand humour, e.g. nonsense rhymes, jokes? Can you follow a story without pictures or props? Can you listen and respond to ideas expressed by others in conversation or discussion?</p> <p>Can you use talk to co-operate and contribute when playing with others? Can you talk about how a story starts? Do you know you need to vary speech and thought between talking to a friend and talking to the class? Can you use complete sentences to explain or describe things? Can you stand up in front of others and tell them about something that has happened to them?</p> |
| <p>Physical Development</p> <p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • Children move confidently in a range of ways, safely negotiating space. | <p>Can you...?</p> <p>Can you hold your pencil correctly to form letters? Can you negotiate space safely when playing running and chasing games? Can you handle tools safely, including scissors?</p> |

Term(s) taught in Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 (please highlight)

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| <ul style="list-style-type: none"> • They handle equipment and tools effectively, including pencils for writing. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | <p>Can you travel confidently over climbing equipment?</p> <p>Can you dress and undress independently?</p> <p>Can you manage own personal hygiene, incl hand washing and blowing nose?</p> <p>Do you eat a healthy range of foodstuffs and understand need for variety in food?</p> <p>Are you usually dry and clean during the day?</p> <p>Can you talk about how to keep healthy?</p> <p>Can you stay safe when doing a new activity?</p> <p>Can you use equipment safely?</p> |
| <p><u>Literacy</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They read some common irregular words. • They demonstrate understanding when talking with others about what they have read. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. | <p><u>Can you...?</u></p> <p>Can you read phase four words?</p> <p>Can you read some tricky words?</p> <p>Can you distinguish one sound from another?</p> <p>Can you point to familiar words in their reading books?</p> <p>Can you join in with rhyming and rhythmic activities?</p> <p>Can you show awareness of rhyme and alliteration?</p> <p>Can you talk about what you have read?</p> <p>Can you identify the start and end of a sentence?</p> <p>Can you predict what is going to happen in the text?</p> <p>Can you write own name?</p> <p>Can you write labels & captions?</p> <p>Can you begin to form simple sentences?</p> <p>Can you read what you have written?</p> |

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| <ul style="list-style-type: none"> Some words are spelt correctly and others are phonetically plausible. | <p>Can you use the correct letter formation? Can you use a capital letter and full stop in the correct place?</p> |
| <p>Mathematics</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20. They place them in order. They say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | <p>Can you...?</p> <p>Can you count to 20? Can you count reliably at least 10 objects? Can you read, write & order numbers & numerals from 1 – 20? Can you estimate a number of objects & check by counting? Can you say 1 more/less to 20? Can you use Can you add two small groups of objects to 10? Can you subtract by Can you add or subtract two single digit numbers?</p> <p>Can you name and describe the properties of common 2d and 3d shapes? Can you describe the position of objects? Can you orders two or three items by length or height? Can you orders two items by weight or capacity? Can you use familiar objects and common shapes to create and recreate patterns and build models? Can you use everyday language related to time? Can you use everyday language related to money? Can you order and sequences familiar events. Can you measure short periods of time in simple ways?</p> |

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| <p>Understanding the World</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • They know that other children do • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>The world</u></p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. | <p>Can you...?</p> <p>Can you show respect for people who have different views, cultures and beliefs? Do you know that other people should respect your views, culture and beliefs?</p> <p>Can you ask questions about where you live? Can you ask questions about the natural world? Can you talk about the natural world? Can you talk about why things happen and how things work? Can you talk about changes that occur over time? Do you show care and concern for living things and the environment?</p> <p>Can you complete a simple program on a computer? Can you use ICT hardware to interact with age-appropriate computer software? Can you explore multimedia programmes? Can you begin to record text and images? Can you sort and match objects on screen? Can you capture images with a camera (with support) and discuss images? Can you begin to record sounds? Can you use programmable/remote control toys: understand Can you click on hyperlinks to navigate a web site and find information? Can you talk about online safety?</p> |
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| <p>Expressive arts and design</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | <p>Can you...?</p> <p>Can you explore musical instruments to make music? Can you use tools safely when designing and making? Can you choose colours and textures when making and creating? Can you combine different media to make planned effects? Can you construct with a purpose in mind, using a variety of resources? Can you use simple tools and techniques competently and appropriately? Can you select appropriate resources and adapt work where necessary? Can you select tools and techniques needed to shape, assemble and join materials you are using?</p> <p>Can you use your imagination to make new things? Can you initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences? Can you choose particular colours to use for a purpose? Can you introduce a storyline or narrative into their play? Can you play cooperatively as part of a group to develop and act out a narrative?</p> |
| <p>Characteristics of Effective Learning</p> <p><u>Playing and exploring-<i>engagement</i></u></p> <ul style="list-style-type: none"> • They find out and explore | <p>Can you...?</p> <p>Can you show curiosity about objects, events and people? Can you use your senses to explore the world around you? Can you engage in open-ended activity? Can you show a particular interest in something that interests you?</p> |

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- Children play with what they know

- They are willing to

Active learning-motivation

Being involved and concentrating

Keeping on trying

Can you pretend objects are things from your experience?

Can you represent your experiences when playing?

Can you take on a role in your play?

Can you act out experiences with other people?

Can you initiate activities?

Can you seek challenge?

Can you show a can do attitude?

Can you take a risk, engaging in new experiences, and learning by trial and error?

Can you maintain focus on your activity for a period of time?

Can you show high levels of energy, fascination?

Can you not get easily distracted?

Can you pay attention to details?

Can you persist with activity when challenges occur?

Can you show a belief that more effort or a different approach will pay off?

Can you bounce back after difficulties?

Can you show satisfaction in meeting your own goals?

Subject and key objectives

Key skills – written in the form of questions

Enjoying achieving what they set out to do

Creating and thinking critically-thinking

Having their own ideas

Making links

Choosing ways to do things

Can you be proud of how you accomplished something – not just the end result?
Can you enjoy meeting challenges for their own sake rather than external rewards or praise?

Can you think of ideas?
Can you find ways to solve problems?
Can you find new ways to do things?

Can you link and notice patterns in your experience?
Can you make predictions?
Can you test your ideas?
Can you develop ideas of grouping, sequences, cause and effect?

Can you plan and make decisions about how to approach a task, solve a problem and reach a goal?
Can you check how well your activities are going?
Can you change strategy as needed?
Can you review how well your approach worked?