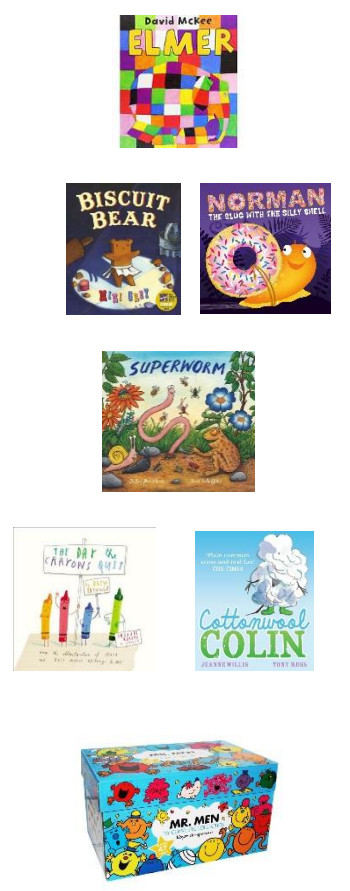
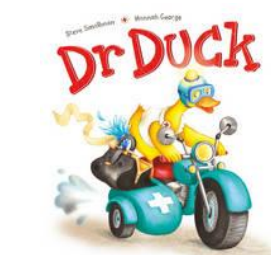
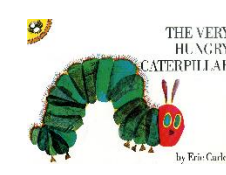
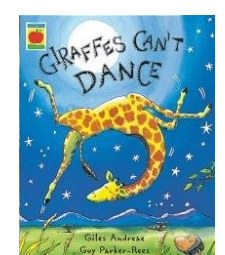
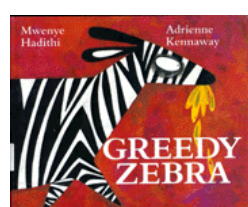
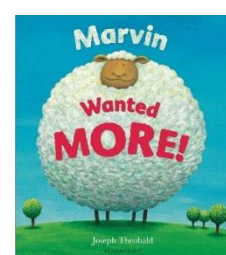


Foundation 2016-2017 Curriculum Map

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Books (Talk for writing)						 Maths: 
Topic Title	Knowing me, knowing you	Nutty Professors	Food for thought	Let's Get physical	Patterns and Prints	What a wonderful world
Trips and Experiences	Rushall Farm and Englefield Black history month	Letters to father Christmas Diwali Bonfire Night Christmas performance	Parent restaurant Easter Chicks	Soup, slurp, Shimmy Movie Night	Owens animals	Reading Museum Local walk and picnic

<p>PSED</p>	<p>I can play in a group, extending and elaborating my play ideas I can initiate play, offering my peers to join in I can select and use activities and resources with help I can welcome and value praise I am aware of my own feelings and know that some actions and words can hurt others I can begin to accept the needs of others and can take turns with adult support</p>	<p>I can keep play going by responding to what others are saying or doing I can demonstrate friendly behaviour, initiative conversations and form good relationships I am more outgoing towards unfamiliar people and more confident in new situations I can select my own resources I can begin to accept the needs of others and can take turns with adult support I can usually tolerate delay and I understand that my wishes cannot always be met</p>	<p>I can initiate conversations and take into account what others say I can explain what I know and ask questions to others I am more confident to talk to other children when playing I can communicate freely about my home life and community I can select my own resources I can adapt my behaviour to different situations and changes in routine</p>	<p>I can take steps to resolve conflicts I can play co-operatively, taking turns with others I can ask adults for help I can speak to others about what I need and want I am confident to speak in a familiar group I can select my own resources I can understand that my actions affect others and I realise when I have upset someone I am aware of the diamond rules and follow them</p>	<p>I can play co-operatively, taking turns with others I can take into account other people's ideas when organising an activity I can tell you my interest and opinions I can describe myself in positive terms and talk about my abilities I can select my own resources I am beginning to negotiate and solve problems I can talk about how I and others show their feelings I can talk about my behaviour and others behaviour</p>	<p>I can play co-operatively, taking turns with others I can be sensitive towards other people's needs and feelings I can form positive relationships with others I can try new activities and say which ones I like or don't like I can select my own resources I can say when I don't need help I know that some behaviour is unacceptable I can work as part of a group or class I can follow the diamond rules I can adjust my behaviour to different situations</p>
<p>Communication & Language</p>	<p>I can listen to others one to one or in small groups, when conversation interests me I can listen to stories with increasing attention and recall I can follow directions I can understand the use of objects I can show an understanding of preposition words such as under, on top, below I can begin to use more complex sentences to link my thoughts I can retell a simple past events in the correct order</p>	<p>I can join in with repeated refrains and anticipated key events and phrases in rhymes and stories I can focus my attention, still listen and do, but can shift my own attention I can follow directions I can begin to understand 'why' and 'how' questions I can follow a story without pictures or props I can question why things happen and give an explanation I can use a range of tenses</p>	<p>I can maintain attention, concentration and sit quietly during appropriate activities I can follow directions I can begin to understand 'why' and 'how' questions I can use a range of tenses I can use intonation, rhyme and phrases to make meaning clear to others.</p>	<p>I can listen and do for short periods of time I can follow directions I can respond to instructions involving a two part sequence. I can understand humour. I can build up my vocabulary that reflects my breadth of experience I can use talk in pretending that objects stand for something else</p>	<p>I can listen attentively in a range of situations I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. I can listen and respond to ideas expressed by others in conversation or discussion I can extend my vocabulary</p>	<p>I can give my attention to what others say and respond appropriately, while engaged in another activity. I can follow instructions involving several ideas or actions I can answer 'how' and 'why' questions about my experiences and in response to stories or events. I can express myself effectively, showing</p>

	I can use talk to connect ideas and explain what is happening and what might happen next.	I can use vocabulary focused on objects and people that are important to me	I can use vocabulary focused on objects and people that are important to me I can use language to imagine and recreate roles and experiences	I can introduce a storyline and narrative into my play	I can link statements and stick to main theme I can use talk to organise, sequence and clarify my ideas and feelings	awareness of the listeners needs I can use past, present and future tenses I can develop my own narrative
Physical Development	I can move freely and with pleasure and confidence in a range of ways I can mount stairs and climb equipment I can walk downstairs and upstairs while carrying a small object I can run skilfully and negotiate space successfully, adjusting my speed and direction I can tell an adult when I am hungry or when I am tired I can talk about the changes in my body when I exercise I understand that equipment and tools have to be used safely	I can stand momentarily on one foot when shown I can catch a large ball I can draw lines and circles using gross motor movements I can use one handed tools and equipment I can copy some letters from my name I can hold a pencil between thumb and two fingers, no longer using whole hand grasp I can go to the toilet on my own and manage my own toileting needs I can wash and dry my hands after going to the toilet and before lunch I can dress myself with adult help	I can hold a pencil near point between first two fingers with good control I can copy some letters from my name I can begin to form recognisable letters I can experiment with different ways of moving I eat and try a healthy range of foods I can go to the toilet on my own and manage my own toileting needs	I can jump off an object and land appropriately I can negotiate space successfully when playing chasing games and avoid obstacles I can travel with confidence I can begin to form recognisable letters I know that exercise, eating, sleeping and hygiene keep be safe and healthy I can try new challenges, safely, managing some risks on my own	I can show increasing control over an object I can use and handle simple tools I show a preference for a dominant hand I can begin to use anticlockwise movements and retrace vertical lines I can begin to form recognisable letters I can transport and store equipment safely I practise some appropriate safety measures with adult supervision	I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed I can show good control and co-ordination in large and small scale movements I can move confidently in a range of ways, safely negotiating space I can handle equipment and tools effectively I know the importance of good health, physical exercise, a healthy diet and talk about ways to keep healthy and stay safe I can dress myself and go to the toilet without adult help
Literacy	I know some rhyming words and enjoy rhyming games I show an awareness of rhyme and alliteration I recognise rhyme in spoken words I enjoy listening and joining in with stories and poems	I am beginning to be aware of the way stories are structured I can suggest how a story might end I enjoy listening to stories with increasing attention and recall	I can recognise familiar words such as signs and logos I know that information can be relayed in the form of print I can continue a rhyming string	I can segment the sounds in simple words and blend them together and I know which letters represent some of them	I am enjoying an increasing range of books I can begin to read words and simple sentences I am using vocabulary and forms of speech that are increasing	I can read and understand simple sentences I can use my phonics knowledge to decode regular words and read them aloud accurately

	<p>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p> <p>I can recognise my name</p> <p>I show an interest in illustration and print in books and print in the environment</p> <p>I can sometime give meaning to marks when I draw and paint</p> <p>I can ascribe meanings to marks that I see in different places</p>	<p>I can look at books independently, handle them with care and hold them the correct way turning the pages</p> <p>I know that print carries meaning and in English, I read from left to right and top to bottom</p> <p>I give meaning to marks I make when I draw, write and paint</p> <p>I begin to break the flow of speech into words</p> <p>I can hear and say the initial sounds in words</p> <p>I can write my own name</p>	<p>I can hear and say the initial sound in words</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet</p> <p>I can describe the main story settings, events and principal characters</p> <p>I can continue a rhyming string</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet</p> <p>I can write labels</p>	<p>I can begin to read words and simple sentences</p> <p>I can write captions</p> <p>I attempt to write short sentences in meaningful contexts with adult help</p> <p>I can segment the sounds in simple words and blend them together</p>	<p>influenced by my experiences of books</p> <p>I know that information can be retrieved from books and computers</p> <p>I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>I attempt to write short sentences in meaningful contexts</p> <p>I can use my phonics knowledge to write words in ways which match my spoken language</p>	<p>I can also read some common irregular words</p> <p>I demonstrate understanding when talking with others about what they have read</p> <p>I attempt to write short sentences in meaningful contexts</p> <p>I can also write some irregular words</p> <p>I can write some words which are spelt correctly and others which are phonetically plausible</p>
Maths	<p>I can say some number names spontaneously</p> <p>I can use some number names accurately in play</p> <p>I can count in order to 10</p> <p>I am beginning to represent numbers using fingers, marks on paper or pictures</p> <p>I can recognise numbers 1-5</p> <p>I show an interest in numerals in the environment</p> <p>I can match some numerals and quantity correctly</p> <p>I am curious about numbers and ask questions or offer my comments</p> <p>I know that not only objects but anything can be counted such as steps, claps and jumps</p> <p>I can count actions and objects which cannot be moved</p>	<p>I know that numbers identify how many objects are in a set</p> <p>I recognise some numerals of personal significance</p> <p>I can compare two groups of objects and same when there is the same amount</p> <p>I am beginning to show an interest in number problems</p> <p>I can select the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>I can separate three of four objects in different ways</p> <p>I am beginning to recognise that groups and totals can be the same</p> <p>I am showing an interest in representing numbers</p> <p>I am aware of similarities of shape in my environment</p>	<p>I can count objects to 10 and I am beginning to count beyond 10</p> <p>I can count an irregular arrangement of up to ten objects</p> <p>I can estimate how many objects I can see and then check by counting them</p> <p>I can use the language 'more' and 'less' than to compare two sets of objects</p> <p>I can count out up to six objects from a larger group</p> <p>I can use and understand positional language</p>	<p>I can find the total number of items in two groups by counting all of them</p> <p>I can say the number that is one more than a given number</p> <p>I can use the language 'more' and 'less' than to compare two sets of objects</p> <p>I can find one more or one less from a group of up to five objects, then ten objects</p> <p>I am beginning to use mathematical names for flat 2d shapes and use terms to describe it</p>	<p>In practical activities I can use mathematical vocabulary involved in adding and subtracting</p> <p>I can record using marks which I can explain</p> <p>I am beginning to identify my own mathematical problems based on my own interests and fascinations</p> <p>I know most of my 2d shapes and am beginning to know the mathematical names for solid 3d shapes</p> <p>I am beginning to use everyday language related to money</p>	<p>I can count reliably up to 20 and place them in order</p> <p>I can say which number is one more or one less than a given number</p> <p>I can add and subtract two single digit numbers using different objects</p> <p>I can count on or back to find the answer</p> <p>I can solve problems including doubling, halving and sharing</p> <p>I can select a particular solid 3d shape</p> <p>I can measure short periods of time in simple ways</p>

	<p>I can show an interest in shape by playing with shapes and making arrangements with objects</p> <p>I am interested in various construction activities and can talk about the shapes I have used</p>	<p>I am starting to understand positional language</p> <p>I can use shapes appropriately for tasks</p>	<p>I am interested in shapes within the environment</p> <p>I can describe my position such as behind or next to</p> <p>I can order two items by weight or capacity</p> <p>I can use familiar objects and common shapes to create and recreate patterns and build models</p>	<p>I can select a particular flat 2d shape</p> <p>I can talk about the shapes of everyday objects</p> <p>I can order two or three items by length and height</p>	<p>I can use every day language to describe time</p> <p>I can recognise, create and describe patterns</p> <p>I can explore with everyday objects and shapes and use mathematical language to describe them</p>	<p>I can order and sequence familiar events</p> <p>I can use everyday language to talk about size, weight, capacity, position, distance, time and money</p> <p>I can compare quantities and objects to solve problems</p>
<p>Understanding the World</p>	<p>I show an interest in the lives of people who are familiar to me</p> <p>I remember and talk about significant events in my own life</p> <p>I can comment and ask questions about aspects of my familiar world</p> <p>I know how to operate simple equipment such as a cd player, mobile phone, home appliances and a camera</p>	<p>I recognise and describe special times, events, family and friends</p> <p>I can talk about some of the things that I observe such as plants, animals and natural and man-made objects</p> <p>I know how to operate simple equipment such as a cd player, mobile phone, home appliances and a camera</p> <p>I show an interest in toys with knobs or pulleys</p>	<p>I show an interest in different occupations and ways of life</p> <p>I can talk about what makes me unique</p> <p>I can talk about why things happen and how things work</p> <p>I show skill in making toys work to achieve effects such as sound, movements and images</p>	<p>I can talk about the similarities and differences in relation to my friends and family</p> <p>I enjoy joining in with different customs and routines</p> <p>I am beginning to understand how things grow, decay and change over time</p> <p>I show care and concern for living things and the environment</p> <p>I know that information can be found on computers</p>	<p>I can talk about past and present events in my own life</p> <p>I understand that other children don't always enjoy the same things as me</p> <p>I can look closely at similarities, differences, patterns and change and use vocabulary to show my understanding</p> <p>I can complete a simple program on the computer</p>	<p>I can talk about the differences and similarities between myself and my family and friends.</p> <p>I can talk about the similarities and differences between communities and traditions</p> <p>I can talk about my immediate environment and other environments that might be different from my own</p> <p>I can make observations about my world and explain why some things occur</p> <p>I know that different technology is used at home and in school</p> <p>I can select and use different technology for a particular purpose</p>

<p>Expressive Arts</p>	<p>I can join in with dancing and ring games I can sing a few familiar songs I am beginning to move rhythmically I can imitate movement in response to music I can use various construction materials I am beginning to construct, stack blocks and make enclosures and creating spaces I am developing my forms of expressions I use movement to express my feelings I can create movements in response to music</p>	<p>I can tap out a simple repeated rhythm I can explore and learn how sounds can be changed I can join construction pieces together to build and balance I realise tools can be used for a purpose I am beginning to understand that I can use lines to enclose a space and begin to use these shapes to represent objects I can sing to myself and make up simple songs I can make up rhythms I notice what adults do and I imitate what I have observed during my independent play I can play alongside other children who are engaged in the same theme</p>	<p>I am beginning to build a repertoire of songs and dances I can explore with different sounds using different instruments I can explore with colour and how colour can be changed I am beginning to be interested in and describe the texture of things I can build stories around toys I can use available resources to create props to support my role play I can choose particular colours to use for a purpose I can engage in imaginative role play based on own first-hand experiences</p>	<p>I can explore and mix colours I can experiment to create different textures I can construct with a purpose in mind, using a variety of resources I can select appropriate resources and adapt my work I can create simple representations of events, people and objects I can capture experiences and responses with a range of media, such as dance, music, paint and other materials and words I can introduce a storyline or narrative into my play</p>	<p>I can use simple tools and techniques competently and appropriately I understand that different medias can be combined to create new effects I can select tools and techniques needed to shape, assemble and join materials together I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences I can play co-operatively as part of a group to develop and act out a narrative</p>	<p>I can manipulate materials to achieve a planned effect I can sing songs, make music, dance and experiment with ways of changing them I can safely use and explore with a variety of materials, tools and techniques I can experiment with colour, design, texture, form and function I can use what I have learnt about media and materials in original ways, thinking about uses and purposes I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
-------------------------------	---	--	---	---	--	--

Due to the very nature of the early year's curriculum we visit many of these skills every term, regularly. All our planning and next steps come from the children and their needs and interests. Our curriculum is very fluid and flexible and is personalised for every child so they can develop at their own pace.