

Foundation 1 Curriculum Topic Map

N1 children



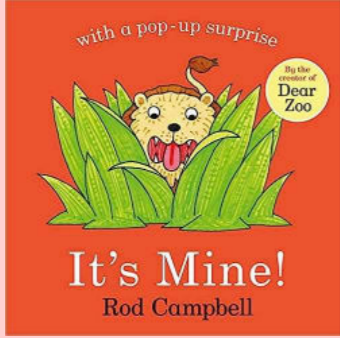

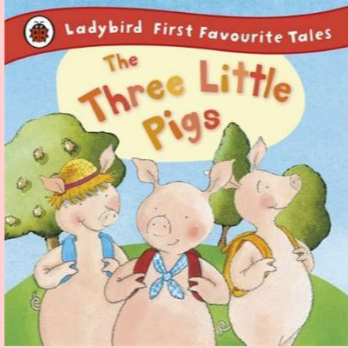
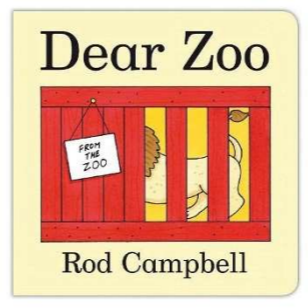
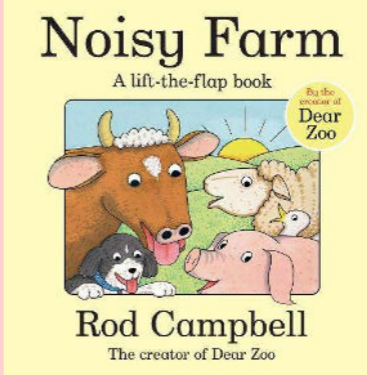
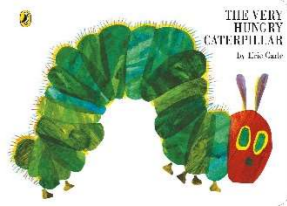
THE *sir*
DONALD BAILEY ACADEMY

LABOR OMNIA VINCIT

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

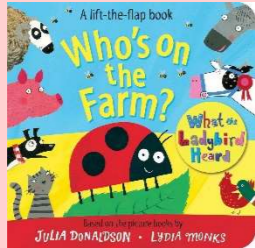
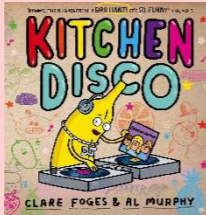
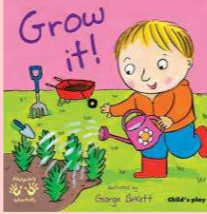
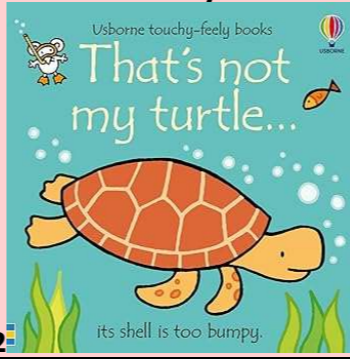
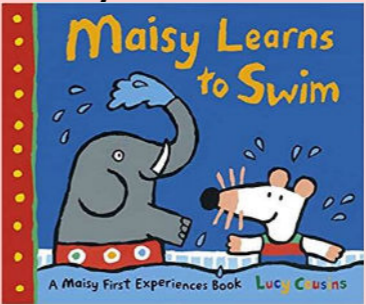

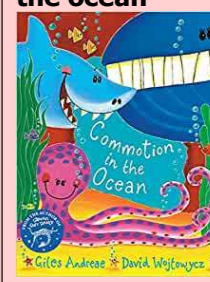
Vision:

Challenging educational orthodoxies so that every child makes good progress in all subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive an inspiring curriculum;
all academies strive to be outstanding.

	Spring 1 (F1)						Spring 2 (F1)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Welcome		Once upon a time				Amazing Animals					
Story Focus	It's mine  with a pop-up surprise by the creator of Dear Zoo It's Mine! Rod Campbell		Little Red Hen  Ladybird First Favourite Tales The Little Red Hen		The Little Pigs  Ladybird First Favourite Tales The Three Little Pigs		Dear Zoo  Dear Zoo Rod Campbell		Noisy Farm  A lift-the-flap book by the creator of Dear Zoo Noisy Farm Rod Campbell The creator of Dear Zoo		The Very Hungry Caterpillar  THE VERY HUNGRY CATERPILLAR by Eric Carle	
Communication and Language	<ul style="list-style-type: none"> • Understand simple instructions • Make themselves understood and can be frustrated when they cannot • Generally focus on an activity of their own choice and find it difficult to be directed by an adult • Listen to other people's talk with interest but can easily be distracted by other things • Start to develop conversation, often jumping from topic to topic • Develop pretend play • Listen to simple stories and understand what is happening, with the help of the pictures • Understand simple questions about 'who', 'what' and where • Can find it difficult to pay attention to more than one thing at a time. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Sing a large repertoire of songs. • New carpet rules • Talking time about different family arrangements • Similarities and differences • Vocalise likes and dislikes • Vocalise feelings • WellComm Assessments • SALT observations and Assessments 											
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Find ways to calm themselves • Establish their sense of self • Express preferences and decisions. They also try new things and start establishing their authority • Find ways of managing transition, for example from their parent to their key person • Thrive as they develop self-assurance • Look back as they walk away from their key person • Play with increasing confidence on their own and with other children • Begin to show effortful control. • Be increasingly able to talk about and manage their emotions • Develop friendships with other children • Learn to use the toilet with help, and independently • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. 											

	<ul style="list-style-type: none"> • Do not always need an adult to remind them of a rule. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • New friendships • Transition • Expressing and identifying emotions • Children given time to develop self-help skills such as toileting, changing, toothbrushing, hand washing 	
Physical Development	<ul style="list-style-type: none"> • Develop manipulation and control • Clap and stamp to music • Build independently with a range of appropriate resources • Use a scooter, or ride a tricycle • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Start eating independently and learning how to use a knife and fork • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large muscle movements to wave flags and streamers paint and make marks • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Start to eat independently and learning how to use a knife and fork. <p>Real foundation PE</p>	
Literacy	<ul style="list-style-type: none"> • Enjoy songs and rhymes • Sing songs and say rhymes independently • Say some of the words in songs and rhymes • Enjoy sharing books with an adult • Have favourite books and seek them out to share with an adult, with another child or to look at alone • Repeat words and phrases from familiar stories • Ask questions about the book. Make comments and share their own with the class • Develop play around favourite stories using props • Add some marks to their drawings • Make marks on their picture to stand for their name • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Write some letters accurately. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Recognise their name • I can handle books with care • I can give my attention when sharing a book with an adult, responding to the pictures and words. • I can look for a favourite story to explore independently 	<ul style="list-style-type: none"> • Enjoy songs and rhymes • Sing songs and say rhymes independently • Say some of the words in songs and rhymes • Enjoy sharing books with an adult • Have favourite books and seek them out to share with an adult, with another child or to look at alone • Repeat words and phrases from familiar stories • Ask questions about the book. Make comments and share their own with the class • Develop play around favourite stories using props • Add some marks to their drawings • Make marks on their picture to stand for their name • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - count or clap syllables in a word • Write some or all of their name. • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
Mathematics	<ul style="list-style-type: none"> • Compare amounts saying lots, more or same • Develop counting like behaviour • Count in every day contexts • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Experiment with their own symbols and marks as well as numerals. • Recognise and sort colour 	<ul style="list-style-type: none"> • Complete inset puzzles • Compare sizes, weights etc. using gesture language – bigger/little/smaller, high/low, tall, heavy • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. •

<p>Understanding of the World</p>	<ul style="list-style-type: none"> • Repeat actions that have an effect • Explore natural materials • Explore materials with different properties • Notice differences between people • Make connections between the features of their family and other families • Begin to make sense of their own life-story and family's history • Show interest in different occupations • Continue developing positive attitudes about the differences between people • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Talk about the differences between materials and changes they notice
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Enjoy taking part in action songs • Start to develop pretend play • Use their imagination as they consider what they can do with different materials • Explore a range of sound makers and instruments and play them in different ways • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore colour and colour mixing • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> • Explore a range of sound makers and instruments and play them in different ways • Express ideas and feelings through making marks, and sometimes give meaning to the marks they make • Use their imagination as they consider what they can do with different materials • Make simple models which express their ideas • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Use drawing to represent ideas like movement or loud noises • Respond to what they have heard, expressing their thoughts and feelings • Sing the pitch of a tone sung by another person 'pitch match'. • Sing melodic shape (moving melody, such as up and down, down and up) of familiar songs • Play instruments with increasing control to express their feelings and ideas
<p>Discovery RE</p>	<ul style="list-style-type: none"> • Theme: Celebrations • Key Question: How do people Celebrate • Religions: Hinduism <p>See planning for links to Development Matters</p>	<ul style="list-style-type: none"> • Theme: Easter • Key Question: What makes people special? • Religion: Christianity • Christina concept: Salvation <p>See planning for links to Development Matters</p>
<p>Jigsaw time (PSHE)</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words which can encourage • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal 	<p>Healthy Me</p> <ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy • I know what the word 'healthy' means and that some foods are healthier than others • I know how to help myself go to sleep and that sleep is good for me • I can wash my hands and know it is important to do this before I eat and after I go to the toilet • I know who my safe adults are and how to stay safe if they are not close by me

	Summer 1 (F1)					Summer 2 (F1)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Welcome		Ready, Steady, Grow!			Splish, splash, splosh						
Story Focus	Who's on the farm? 		Kitchen Disco 		Grow it! (Helping hands) 	That's not my turtle 	Maisy Learns to Swim 		Drip 	Commotion in the ocean 		
Communication and Language	<ul style="list-style-type: none"> • Generally focus on an activity of their own choice and find it difficult to be directed by an adult • Listen to other people's talk with interest but can easily be distracted by other things • Start to develop conversation, often jumping from topic to topic • Develop pretend play • Listen to simple stories and understand what is happening, with the help of the pictures • Understand simple questions about 'who', 'what' and where • Use longer sentences of four to six words. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their pronunciations but may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 											
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Feel strong enough to express a range of emotions • Grow in independence, rejecting help • Talk about their feelings in more elaborate ways • Safely explore emotions beyond their normal range through play and stories • Learn to use the toilet with help, and then independently • Play with one or more other children, extending and elaborating play ideas. • Remember rules without needing an adult to remind them • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 											
Physical Development	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Start eating independently and learning how to use a knife and fork • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Skip, hop, stand on one leg and hold a pose for a game like musical statues <p>Real foundation PE</p>											

Literacy	<ul style="list-style-type: none"> • Enjoy songs and rhymes • Sing songs and say rhymes independently • Say some of the words in songs and rhymes • Enjoy sharing books with an adult • Have favourite books and seek them out to share with an adult, with another child or to look at alone • Repeat words and phrases from familiar stories • Add some marks to their drawings • Make marks on their picture to stand for their name • Engage in extended conversations about stories, learning new vocabulary • Write some letters accurately. • Write some or their name. • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - 	<ul style="list-style-type: none"> • Ask questions about a book. Make comments and share their own ideas. • Develop play around their favourite stories using props • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some of their name • Write some letters accurately • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - recognise words with the same initial sound, such as money and mother
Mathematics	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talk about and identify patterns around them (e.g. stripes on clothes, designs on rugs) • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in repeating patterns • Begin to describe a sequence of events using words such as first, then..
Understanding of the World	<ul style="list-style-type: none"> • Explore natural materials with different properties • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar or different properties • Talk about what they see using a wide vocabulary 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Plant seeds and care for growing plants</p>
Expressive Arts and Design	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Explore colour and colour mixing • Listen with increased attention to sounds • Remember and sing entire songs
Discovery RE	<ul style="list-style-type: none"> • Theme: Story time • Key Question: What can we learn from stories? (Aesop's fables) • Religions: Christianity <p>See planning for links to Development Matters</p>	<ul style="list-style-type: none"> • Theme: Special Places • Key Question: What makes places special? • Religions: Christianity, Judaism, Islam <p>See planning for links to Development Matters</p>
Jigsaw time (PSHE)	<p>Relationships</p> <ul style="list-style-type: none"> • I can tell you about my family • I understand how to make friends if I feel lonely • I can tell you some of the things I like about my friends • I know what to say and do if somebody is mean to me • I can use calm me time to manage my feelings • I can work together and enjoy being friends with my friends 	<p>Changing me</p> <ul style="list-style-type: none"> • I can name parts of my body and show respect for myself • I can tell you some things I can do and some food I can eat to be healthy • I understand that we all start as babies and grow into children and then adult • I know that I grow and change • I can talk about how I feel moving to school from nursery • I can remember some fun things about nursery this year

