

Foundation 1 Curriculum Topic Map

Rabbits, Hedgehogs and Squirrels (N2 children)



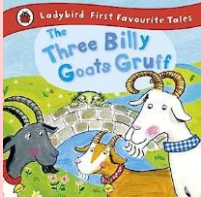
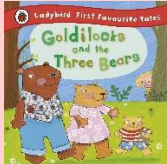
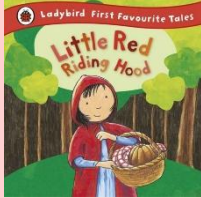
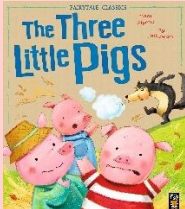
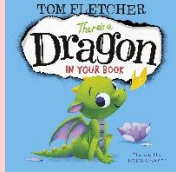
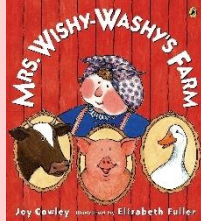
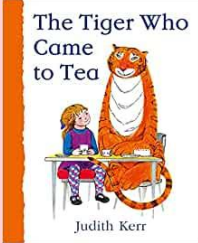
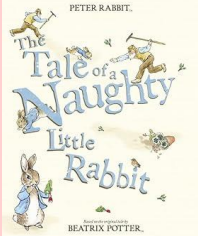
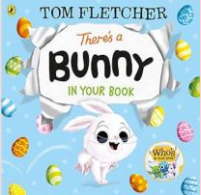
THE *sir*
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

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.*

Literacy	• 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: - 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. • 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	• Develop their phonological awareness, so that they can: - count or clap syllables in a word • Write some or all of their name. • Understand the five key concepts about print: - 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 • 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
Mathematics	• Complete inset puzzles • Compare sizes, weights etc. using gesture language – bigger/little/smaller, high/low, tall, heavy • 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	• 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. •
Understanding of the World	• 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.	• 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
Expressive Arts and Design	• Enjoy taking part in action songs • Start to develop pretend play • Use their imagination as they consider what they can do with different materials • 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 • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing • Listen with increased attention to sounds • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Respond to what they have heard, expressing their thoughts and feelings	• 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
Discovery RE	• Theme: Special People • Key Question: What makes people special? • Religions: Christianity, Judaism See planning for links to Development Matters	• Theme: Christmas • Key Question: What is Christmas? • Religions: Christianity • Christian conception: Incarnation See planning for links to Development Matters
Jigsaw time (PSHE)	Being me in my world • I understand how it feels to belong and that we are similar and different • I understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means	Celebrating Difference • I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different homes • I can tell you how I could make new friends • I can use my words to stand up for myself

	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	Once upon a time						Amazing Animals Easter					
Story Focus	Billy Goats Gruff 	The Gingerbread Man 	Goldilocks and the three bears 	Little red riding hood 	The Three Little pigs 	Little Red Hen 	There's a dragon in your book 	Mrs Wishy Washy's Farm 	Tiger who came to tea 	The Tale of a Naughty Little Rabbit 	The Story of Easter 	There's a bunny in your book 
Communication and Language	• 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. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? • 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	• 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.											
Physical Development	• 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. • Show a preference for a dominant hand. • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils Real foundation PE											
Literacy	• Engage in extended conversations about stories, learning new vocabulary • Write some letters accurately. • Write some or all of their name. • Understand the five key concepts about print: - 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						• 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 or all of their name • Write some letters accurately • Develop their phonological awareness, so that they can: - spot and suggest rhymes - recognise words with the same initial sound, such as money and mother					

	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	
Mathematics	• 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'.	• 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	• Continue to develop positive attitudes about the differences between people. • Talk about the differences between materials and changes they notice • Talk about what they see using a wide vocabulary	• 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. • Plant seeds and care for growing plants
Expressive Arts and Design	• 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	• 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	• Theme: Celebrations • Key Question: How do people Celebrate • Religions: Hinduism See planning for links to Development Matters	• Theme: Easter • Key Question: What makes people special? • Religion: Christianity • Christina concept: Salvation See planning for links to Development Matters
Jigsaw time (PSHE)	Dreams and Goals • 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	Healthy Me • 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

		- Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: side, corners, straight, flat, round - Combine shapes to make new ones – an arch, a bigger triangle etc. - Recognise and sort colour	- Say on 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 - Brief recap: - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: side, corners, straight, flat, round - Combine shapes to make new ones – an arch, a bigger triangle etc. - To put numbers to five in order - Recite numbers past 10
Understanding of the World	•	- Explore how things work. - Talk about the differences between materials and changes they notice - Understand the key features of the life cycle of a plant. - Begin to understand the need to respect and care for the natural environment and all living things. - Plant seeds and care for growing plants	- Explore and talk about forces - Understand the key features of the life cycle of an animal - Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design	•	- Explore different materials freely, to develop their ideas about how to use them and what to make - Develop their own ideas and then decide which materials to use to express them - Join different materials and explore different textures - Explore colour and colour mixing	- Show different emotions in their drawings and paintings like happiness, sadness, fear etc. - Create their own songs or improvise a song around one they know
Discovery RE	•	Theme: Story time Key Question: What can we learn from stories? (Aesop's fables) Religions: Christianity See planning for links to Development Matters	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Judaism, Islam See planning for links to Development Matters
Jigsaw time (PSHE)		Relationships - 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	Changing me - 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