

# Foundation Curriculum Topic Map

## Cycle A



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AUGUSTINE'S ACADEMY  

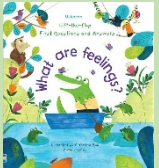

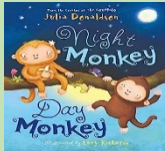
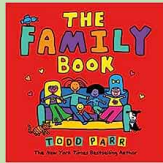

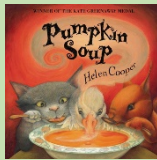

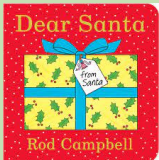
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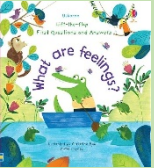

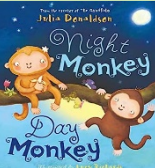
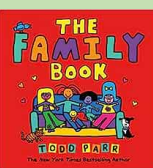

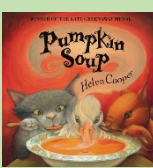

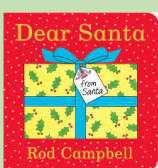
LABOR OMNIA VINCIT

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


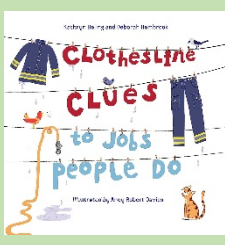
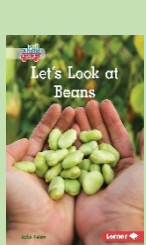
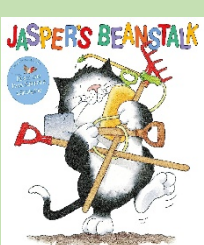
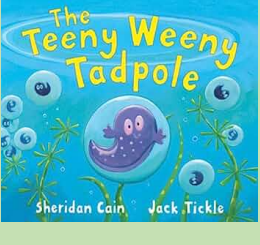
**Vision:**

*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.*


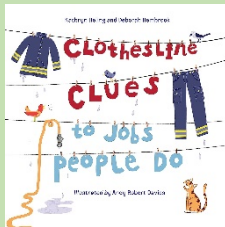
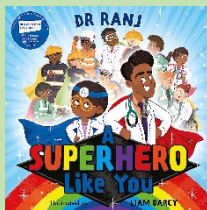
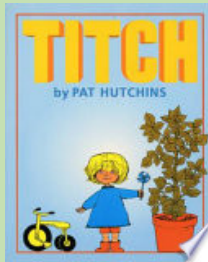

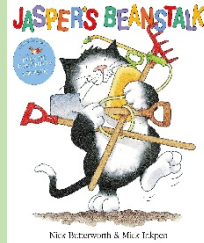
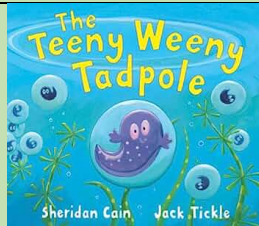
	Autumn 1 (F2)							Autumn 2 (F2)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Topic	Families							Autumn Celebrations							
Story Focus															
Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• 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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>							<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • 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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>							
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>							<ul style="list-style-type: none"> <li>• 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>							
Physical Development	<ul style="list-style-type: none"> <li>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</li> </ul>							<ul style="list-style-type: none"> <li>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</li> </ul>							

	Autumn 1 (F2)							Autumn 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Families							Autumn Celebrations						
Story Focus														
Literacy	<p><b>Understand the five key concepts about print:</b> - 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</p> <p><b>Develop their phonological awareness</b>, 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.</p> <p><b>Engage in extended conversations about stories, learning new vocabulary.</b></p> <p><b>Use some of their print and letter knowledge in their early writing.</b> For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <b>Write some or all of their name. Write some letters accurately</b></p>							<p><b>Understand the five key concepts about print:</b> - 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</p> <p><b>Develop their phonological awareness</b>, 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. <b>Engage in extended conversations about stories, learning new vocabulary.</b></p> <p><b>Use some of their print and letter knowledge in their early writing.</b> For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <b>Write some or all of their name. Write some letters accurately</b></p>						
Mathematics	<p><b>Develop fast recognition of up to 3 objects</b>, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</li> </ul>							<p><b>Develop fast recognition of up to 3 objects</b>, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</li> </ul>						

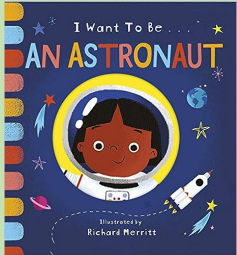
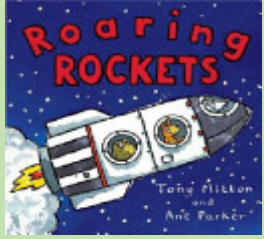
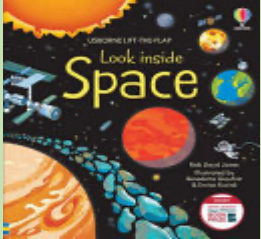

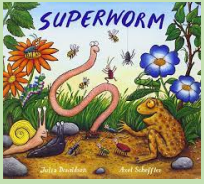
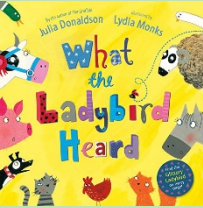
<p><b>Understanding of the World</b></p>	<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • 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. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • 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. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p><b>Expressive Arts and Design</b></p>	<p>• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • 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. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</p>	<p>• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • 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. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</p>

	Spring 1 (F2)						Spring 2 (F2)							
	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	Superhero's						Growing and Changing							
Story Focus														
Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>						<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>							
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>						<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>							



	Spring 1 (F2)						Spring 2 (F2)					
	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	Superhero's						Growing and Changing					
Story Focus												
Physical Development	<p>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting.</p> <p>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</p>						<p>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</p>					
Literacy	<p>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</p> <p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>						<p>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</p> <p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>					
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • 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. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • Select</p>						<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • 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. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on</p>					

	<p><b>shapes appropriately:</b> flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • <b>Talk about and identifies the patterns around them.</b> For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • <b>Extend and create ABAB patterns</b> – stick, leaf, stick, leaf. • <b>Notice and correct an error in a repeating pattern.</b> • <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</b></p>	<p>rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • <b>Extend and create ABAB patterns</b> – stick, leaf, stick, leaf. • <b>Notice and correct an error in a repeating pattern.</b> • <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</b></p>
<p><b>Understanding of the World</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • <b>Begin to make sense of their own life-story and family's history.</b> • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • <b>Begin to make sense of their own life-story and family's history.</b> • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p><b>Expressive Arts and Design</b></p>	<p>• <b>Take part in simple pretend play,</b> using an object to represent something else even though they are not similar. • <b>Begin to develop complex stories</b> using small world equipment like animal sets, dolls and dolls houses etc. • <b>Make imaginative and complex 'small worlds' with blocks and construction kits,</b> such as a city with different buildings and a park. • <b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b> • <b>Develop their own ideas and then decide which materials to use to express them.</b> • <b>Join different materials and explore different textures.</b> • <b>Create closed shapes with continuous lines,</b> and begin to use these shapes to represent objects. • <b>Draw with increasing complexity and detail,</b> such as representing a face with a circle and including details. • <b>Use drawing to represent ideas like movement or loud noises.</b> • <b>Show different emotions in their drawings and paintings,</b> like happiness, sadness, fear etc. • <b>Explore colour and colour-mixing.</b> • <b>Listen with increased attention to sounds.</b> • <b>Respond to what they have heard, expressing their thoughts and feelings.</b> • <b>Remember and sing entire songs.</b> • <b>Sing the pitch of a tone sung by another person ('pitch match').</b> • <b>Sing the melodic shape</b> (moving melody, such as up and down, down and up) of familiar songs. • <b>Create their own songs or improvise a song</b> around one they know. • <b>Play instruments with increasing control to express their feelings and ideas.</b></p>	<p>• <b>Take part in simple pretend play,</b> using an object to represent something else even though they are not similar. • <b>Begin to develop complex stories</b> using small world equipment like animal sets, dolls and dolls houses etc. • <b>Make imaginative and complex 'small worlds' with blocks and construction kits,</b> such as a city with different buildings and a park. • <b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b> • <b>Develop their own ideas and then decide which materials to use to express them.</b> • <b>Join different materials and explore different textures.</b> • <b>Create closed shapes with continuous lines,</b> and begin to use these shapes to represent objects. • <b>Draw with increasing complexity and detail,</b> such as representing a face with a circle and including details. • <b>Use drawing to represent ideas like movement or loud noises.</b> • <b>Show different emotions in their drawings and paintings,</b> like happiness, sadness, fear etc. • <b>Explore colour and colour-mixing.</b> • <b>Listen with increased attention to sounds.</b> • <b>Respond to what they have heard, expressing their thoughts and feelings.</b> • <b>Remember and sing entire songs.</b> • <b>Sing the pitch of a tone sung by another person ('pitch match').</b> • <b>Sing the melodic shape</b> (moving melody, such as up and down, down and up) of familiar songs. • <b>Create their own songs or improvise a song</b> around one they know. • <b>Play instruments with increasing control to express their feelings and ideas.</b></p>

	Summer 1 (F2)						Summer 2 (F2)					
	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	Space						Minibeasts					
Story Focus												
Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • 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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>						<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • 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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>					
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>						<ul style="list-style-type: none"> <li>• 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. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					



	Summer 1 (F2)						Summer 2 (F2)								
	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	Space						Minibeasts								
Story Focus															
Physical Development	<p>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</p>						<p>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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed.</p>								
Literacy	<p><b>Understand the five key concepts about print:</b> - 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  <b>Develop their phonological awareness</b>, 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.  <b>Engage in extended conversations about stories, learning new vocabulary.</b>  <b>Use some of their print and letter knowledge in their early writing.</b> For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <b>Write some or all of their name. Write some letters accurately</b></p>						<p><b>Understand the five key concepts about print:</b> - 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  <b>Develop their phonological awareness</b>, 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.  <b>Engage in extended conversations about stories, learning new vocabulary.</b>  <b>Use some of their print and letter knowledge in their early writing.</b> For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <b>Write some or all of their name. Write some letters accurately</b></p>								
Mathematics	<p><b>Develop fast recognition of up to 3 objects</b>, without having to count them individually ('subitising').  • <b>Recite numbers past 5.</b> • <b>Say one number for each item in order:</b> 1,2,3,4,5. • <b>Know that the last number reached when counting a small set of objects tells you how many there are in total</b> ('cardinal principle'). • <b>Show 'finger numbers' up to 5.</b> • <b>Link numerals and amounts:</b> for example, showing the right number of objects to match the numeral, up to 5. • <b>Experiment with their own symbols and marks as well as numerals.</b> • <b>Solve real world mathematical problems with numbers up to 5.</b> • <b>Compare quantities using language:</b> 'more than', 'fewer than'. • <b>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)</b> using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • <b>Understand position through words alone</b> – for example, "The bag is under the table," – with no pointing. • <b>Describe a familiar route.</b> • <b>Discuss routes and locations, using words like 'in front of' and 'behind'.</b> • <b>Make comparisons between objects relating to size, length, weight and capacity.</b> • <b>Select shapes appropriately:</b> flat surfaces for building, a triangular prism for a roof etc. • <b>Combine shapes to make new ones</b> – an arch, a bigger triangle etc. • <b>Talk about and identifies the</b></p>						<p><b>Develop fast recognition of up to 3 objects</b>, without having to count them individually ('subitising'). • <b>Recite numbers past 5.</b> • <b>Say one number for each item in order:</b> 1,2,3,4,5. • <b>Know that the last number reached when counting a small set of objects tells you how many there are in total</b> ('cardinal principle'). • <b>Show 'finger numbers' up to 5.</b> • <b>Link numerals and amounts:</b> for example, showing the right number of objects to match the numeral, up to 5. • <b>Experiment with their own symbols and marks as well as numerals.</b> • <b>Solve real world mathematical problems with numbers up to 5.</b> • <b>Compare quantities using language:</b> 'more than', 'fewer than'. • <b>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)</b> using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • <b>Understand position through words alone</b> – for example, "The bag is under the table," – with no pointing. • <b>Describe a familiar route.</b> • <b>Discuss routes and locations, using words like 'in front of' and 'behind'.</b> • <b>Make comparisons between objects relating to size, length, weight and capacity.</b> • <b>Select shapes appropriately:</b> flat surfaces for building, a triangular prism for a roof etc. • <b>Combine shapes to make new ones</b> – an arch, a bigger triangle etc. • <b>Talk about and identifies the patterns around them.</b> For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty',</p>								

	<p><b>patterns around them.</b> For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • <b>Extend and create ABAB patterns</b> – stick, leaf, stick, leaf. • <b>Notice and correct an error in a repeating pattern.</b> • <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</b></p>	<p>'blobs' etc. • <b>Extend and create ABAB patterns</b> – stick, leaf, stick, leaf. • <b>Notice and correct an error in a repeating pattern.</b> • <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</b></p>
<p><b>Understanding of the World</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b> • <b>Explore collections of materials with similar and/or different properties.</b> • <b>Talk about what they see, using a wide vocabulary.</b> • <b>Begin to make sense of their own life-story and family's history.</b> • <b>Show interest in different occupations.</b> • <b>Explore how things work.</b> • <b>Plant seeds and care for growing plants.</b> • <b>Understand the key features of the life cycle of a plant and an animal.</b> • <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> • <b>Explore and talk about different forces they can feel.</b> • <b>Talk about the differences between materials and changes they notice.</b> • <b>Continue developing positive attitudes about the differences between people.</b> • <b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b> • <b>Explore collections of materials with similar and/or different properties.</b> • <b>Talk about what they see, using a wide vocabulary.</b> • <b>Begin to make sense of their own life-story and family's history.</b> • <b>Show interest in different occupations.</b> • <b>Explore how things work.</b> • <b>Plant seeds and care for growing plants.</b> • <b>Understand the key features of the life cycle of a plant and an animal.</b> • <b>Begin to understand the need to respect and care for the natural environment and all living things.</b> • <b>Explore and talk about different forces they can feel.</b> • <b>Talk about the differences between materials and changes they notice.</b> • <b>Continue developing positive attitudes about the differences between people.</b> • <b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p>
<p><b>Expressive Arts and Design</b></p>	<p>• <b>Take part in simple pretend play,</b> using an object to represent something else even though they are not similar. • <b>Begin to develop complex stories</b> using small world equipment like animal sets, dolls and dolls houses etc. • <b>Make imaginative and complex 'small worlds' with blocks and construction kits,</b> such as a city with different buildings and a park. • <b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b> • <b>Develop their own ideas and then decide which materials to use to express them.</b> • <b>Join different materials and explore different textures.</b> • <b>Create closed shapes with continuous lines,</b> and begin to use these shapes to represent objects. • <b>Draw with increasing complexity and detail,</b> such as representing a face with a circle and including details. • <b>Use drawing to represent ideas like movement or loud noises.</b> • <b>Show different emotions in their drawings and paintings,</b> like happiness, sadness, fear etc. • <b>Explore colour and colour-mixing.</b> • <b>Listen with increased attention to sounds.</b> • <b>Respond to what they have heard, expressing their thoughts and feelings.</b> • <b>Remember and sing entire songs.</b> • <b>Sing the pitch of a tone sung by another person ('pitch match').</b> • <b>Sing the melodic shape</b> (moving melody, such as up and down, down and up) of familiar songs. • <b>Create their own songs or improvise a song</b> around one they know. • <b>Play instruments with increasing control to express their feelings and ideas.</b></p>	<p>• <b>Take part in simple pretend play,</b> using an object to represent something else even though they are not similar. • <b>Begin to develop complex stories</b> using small world equipment like animal sets, dolls and dolls houses etc. • <b>Make imaginative and complex 'small worlds' with blocks and construction kits,</b> such as a city with different buildings and a park. • <b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b> • <b>Develop their own ideas and then decide which materials to use to express them.</b> • <b>Join different materials and explore different textures.</b> • <b>Create closed shapes with continuous lines,</b> and begin to use these shapes to represent objects. • <b>Draw with increasing complexity and detail,</b> such as representing a face with a circle and including details. • <b>Use drawing to represent ideas like movement or loud noises.</b> • <b>Show different emotions in their drawings and paintings,</b> like happiness, sadness, fear etc. • <b>Explore colour and colour-mixing.</b> • <b>Listen with increased attention to sounds.</b> • <b>Respond to what they have heard, expressing their thoughts and feelings.</b> • <b>Remember and sing entire songs.</b> • <b>Sing the pitch of a tone sung by another person ('pitch match').</b> • <b>Sing the melodic shape</b> (moving melody, such as up and down, down and up) of familiar songs. • <b>Create their own songs or improvise a song</b> around one they know. • <b>Play instruments with increasing control to express their feelings and ideas.</b></p>