

Foundation Curriculum Topic Map

Cycle A



THE ST
AUGUSTINE'S 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.

| | F1 Topic | F1 weekly breakdown/books | Calendar Dates | WOW events |
|-----------------|--|--|---|---|
| Autumn 1 | All about me <ul style="list-style-type: none"> - Family - Feelings - Senses - Rules and boundaries - Health Likes and dislikes | 7 weeks- W1 – Monkey puzzle W2 – Monkey Puzzle/ settling in/rules and boundaries. W3 similarities and differences- 'day monkey, night monkey' W4 My family and my friends- 'day monkey, night monkey' W5 my emotions/ likes and dislikes- 'What are feelings' Katie Daynes W6 senses- touch 'don't put your finger in the jelly nelly' W7 senses – non-fiction senses books. | Individual photos Monday 16 th September Cauliflower Cards (16 th October collection) | Food tasting- I like... I dislike... Family and friends meet and greet. Bedtime story week- LS to read story, F1 night and F2 night, story show and tell. |
| Autumn 2 | Winter <ul style="list-style-type: none"> - Bonfire night - Fire safety - Different occupations - Seasons- autumn to winter - Ice and snow - Christmas Freezing and melting | 7 weeks W1 Bonfire- 'Hovis the Hedgehog' W2 Diwali W3 anti bullying week W4 Winter- 'The colours of Winter' Danna Smith W5 Christmas- Dear Santa W6 Christmas The Nativity Story W7 Christmas The Nativity Story | Diwali Friday 5 th Nov- bonfire night Thursday 11 th Nov- Remembrance day Santa visit Christmas dinner day. Panto day. | Bonfire day in class- fire, hotdogs, hot choc. Festive fun in foundation. |
| Spring 1 | Rhyme time <ul style="list-style-type: none"> - Traditional tales - Rhyme and rhythm - Technology, researching facts using computers. - Different occupations | 6 weeks W1 Incy Wincy W2 Humpty dumpty W3 Twinkle Twinkle W4 Row Row your boat W5 Chinese New Year W6 Valentines Day/ Pancake day | January intake | Visitor in each week to read a traditional story- different occupations. |
| Spring 2 | Curious Creatures <ul style="list-style-type: none"> - Farm animals - Jungle animals - Woodland animals - Different occupations Change in seasons- spring | 6 weeks W1 Woodland- The Gruffalo W2 Woodland- Going on a bearhunt W3 Zoo- Dear Zoo W4 Jungle- Rumble in the Jungle W5 Farm- What the ladybird heard W6 Easter | Tuesday 1st March- St Davids Day Thursday 17 th March St Patricks Day Sunday 30 th March Mother's Day | Animals in to visit the class- Everett? Chicks in class Woodland animals search- wildlife garden. |
| Summer 1 | Down at the bottom of the garden <ul style="list-style-type: none"> - Plants - Growing sunflowers - Changes in seasons- summer Mini-beasts | 5 weeks W1 Plants- Jasper's Beanstalk W2 Plants- Non-fiction- bean growth W3 Mini-Beasts- Superworm W4 Mini-Beasts- Munching crunching caterpillar W5 Life-cycle- life cycle of a frog- 'Teeny Weeny Tadpole' | April intake Monday 2 nd May- Bank holiday 23 rd May- St Georges Day | Growing sunflowers Garden party Grow and taste Grow butterflies in class Visit pond in the wildlife garden |
| Summer 2 | Under water <ul style="list-style-type: none"> - River - Seaside - Ponds - Under the sea - Sea creatures - Pirates - Friendships Goodbye | 7 weeks W1 Beach/Seaside- Penguin on holiday W2 Beach/Seaside- Sharing a shell – Julia Donaldson W3 Beach/ rockpools- 'Secrets of the seashore' W4 Under the sea- 'hooray for fish' W5 Under the sea 'Rainbow Fish' W6 Pirate- 'Ten little pirates' W7 Pirate- 'Mrs Pirate' | Sunday 19 th June Fathers day 9 th July Eid Transition | Visit pond in the wildlife garden- notice change W6- Dress like a pirate day. Fire service in to talk about safety around water. |

| | Autumn 1 (F1) | | | | | | | Autumn 2 (F1) | | | | | | |
|---|---|---|--|--|--|--|---|---|-----------|-----------------------------|--|-----------------------------------|--|--|
| | 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 | All About me! | | | | | | | Winter | | | | | | |
| Story Focus | W1 Monkey Puzzle | W2 Monkey Puzzle settling in/rules and boundaries | W3 similarities and differences- 'day monkey, night monkey' | W4 My family and my friends- day monkey, night monkey | W5 My emotions/ likes and dislikes- 'What are feelings' Katie Daynes | W6 senses- touch 'don't put your finger in the jelly nelly' | W7 senses – non-fiction senses books. | W1 Bonfire- 'Hovis the Hedgehog' | W2 Diwali | W3 anti bullying week | W4 Winter- 'The colours of Winter' Danna Smith | W5 Christmas- Dear Santa | W6 Christmas The Nativity Story | W7 Christmas The Nativity Story |
| Communication and Language | Recognises a familiar voice, Shows enjoyment when making sounds, Shows an understanding of simple words in context. Looks at where the sound is coming from, Enjoys making noise to communicate, Expands length of response, Mimicks intonation, Negative 'not' emerging. | | | | | | | | | | | | | |
| Literacy | Engages with books in some way, Enjoys the experience of sharing a story, Shows engagement with stories by participating in some way, Shows particular interest in stories or parts of stories. Engages with songs/rhymes and books in some way, Shows an interest in words, books, print and songs, Begins to engage with literacy resources in their own way, Engages with words, books, print and songs more independently during their play. Children show an interest in writing and watch adults as they write, Children point to the words in a book, Children can talk about the picture in a book and know it is related to the writing, Mark making with a range of tools | | | | | | | | | | | | | |
| Mathematics | Develops an awareness of number names through enjoyment of action rhymes and songs that relate to experience of numbers. Notices when a group changes quantity. Joins in with number songs and rhymes. Says how old they are and shows the right number of fingers. Notices changes in number of objects/images or sounds in groups of up to 3. Starts to say 'more' when they would like more. Shows counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Knows what happens at lunchtime. Fits themselves into spaces in the room. Starts to build blocks one on top of another showing awareness of what will work and what wont. Is aware of how to navigate their bodies around the space. | | | | | | | | | | | | | |
| Physical Development | Shows some control over their body. Shows increasing control when moving around. Can walk at a speed set by an adult. Participates in tidying up moving something to the correct place. Starts to move smaller equipment with one or two hands. Controls smaller objects with more proficiency. Passes things from one hand to another. Controls their movements by stopping their limbs. | | | | | | | | | | | | | |
| Personal, Social and Emotional Development | Beginning to be more aware of themselves. Separates from caregiver and has some ability to self-regulate through transition. Shows a very simple understanding of cause and effect. Shows an interest in others and is tolerant of other children. Separates from caregiver with support and shows awareness of some boundaries. Begins to develop and express a growing sense of will and determination and co-operates with the adults in the room. Seeks comfort from a familiar adult or object. Begins to feel more comfortable within the setting. Begins to self soothe using a distraction and acknowledge social cues. Shows awareness of themselves as a person. Shows awareness of other people around them. Observes other children and adults when they play, cry etc. Developing confidence to play where others are. | | | | | | | | | | | | | |
| Understanding of the World | Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment. Children show they are noticing changes by pointing to things that are different and acknowledging when things are different. Children know there are different ways to move from one place to another. Children look at photographs of themselves and can identify themselves. Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing). Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. | | | | | | | | | | | | | |

**Expressive
Arts and
Design**

Begins to move to music (babbles/makes sounds to simple songs). Listens to music and makes sounds along with the music. Moves and interacts to music. Claps with adults to the music.
With support and guidance is interested in using larger writing tools for larger mark making. Experiences of child's interest. Shows interest in mark marking large and sometimes small scale.

| | Spring 1 | | | | | | | Spring 2 | | | | | | |
|---|---|---------------------|-----------------------|-------------------------|------------------------|--------------------------------------|--------|-----------------------------|------------------------------------|---------------------|-----------------------------------|------------------------------------|--------------|--------------|
| | 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 | Rhyme Time | | | | | | | Curious Creatures | | | | | | |
| Story Focus | W1 Incy Wincy | W2 Humpty dumpty | W3 Twinkle Twinkle | W4 Row Row your boat | W5 Chinese New Year | W6 Valentines Day/ Pancake day | | W1 Woodland-The Gruffalo | W2 Woodland-Going on a bearhunt | W3 Zoo- Dear Zoo | W4 Jungle-Rumble in the Jungle | W5 Farm-What the ladybird heard | W6 Easter | W7 Easter |
| Communication and Language | Responds to sounds around them. Begins to show signs of awareness of simple requests. Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. More likely to listen and respond to a simple request or instruction. Starts to understand more of the 'F1- specific' vocabulary. Communicates through simple voice sounds. Communicates through gestures and sounds. Pupils are starting to communicate through words and gestures. Regular plural forms are consistent. Uses 'is', 'are', 'am', in a sentence. | | | | | | | | | | | | | |
| Literacy | Beginning to make links between what they can hear and what they can see. Begins to understand that print/words carry meaning. Likes to read a book with an adult. Will talk about the pictures and what is happening. Pays close attention to stories and rhymes when prompted. Listens intently most of the time and shows some listening skills. Identifies environmental sounds and can copy/repeat some. Identifies instrumental sounds and can copy/repeat some. Mark making inside and outside. Shows more control in a range of tools. Mark making and drawing with a range of tools and equipment. Can say what their marks mean. | | | | | | | | | | | | | |
| Mathematics | Identifies when a group has 1 item. Points in sequence to a number of objects. Starts to use some number names and starts to ascribe names to objects in a rhythmical way. Can identify 1 and 2 objects when asked. Counts as part of play. Says some counting words randomly. Counts rhythmically and can count in songs and rhymes. Starts to use number comparison language. Can find the bigger, smaller, etc when asked. Shows some awareness that some shapes will fit and some won't. Builds using different equipment of different sizes and shapes. Talks about their models and what they used to build their models, identifying different bricks and colours. | | | | | | | | | | | | | |
| Physical Development | Controls equipment more capably by moving items to the right part of their body. Controls their body by moving around safely. Can use their strength to move from one thing to another. Shows some control over their choice of tools. Uses equipment to move things like water. Makes marks using crayons. Uses a range of tools and equipment. Uses a range of tools and equipment with some control. | | | | | | | | | | | | | |
| Personal, Social and Emotional Development | Gaining confidence in engaging with others. Gaining confidence and enjoys exploring the setting. Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. Asserts themselves as an individual person with likes and dislikes. Becomes more settled and responds to some boundaries. Begins to show more confidence within the setting and becomes more independent when using resources. Shows more independence and more confidence to make choices for themselves. Shows awareness that things don't always go their way and has more flexibility when things are different. Shows awareness of others in their chosen play areas. Some evidence of interaction. Starts to enjoy the company of other children and wants to play with them. Forms an attachment with an adult in the setting. Plays alongside other children. | | | | | | | | | | | | | |
| Understanding of the World | Children start to see when things are the same and show a curiosity when things are the same. Children start to be curious about the people around them. They show interest in characters in stories and also people in school. Children talk about their own family. Children notice differences in story books, etc. Uses all their senses in hands on exploration of natural materials. Children start to explore the environment around them. | | | | | | | | | | | | | |
| Expressive Arts and Design | Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music. Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Begins to make deliberate lines and circles. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. | | | | | | | | | | | | | |

| | Summer 1 | | | | | | | Summer 2 | | | | | | |
|---|--|---|--------------------------------------|--|--|--------|--------|--|---|---|--|--|--|--|
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| Topic | Down at the bottom of the garden | | | | | | | Under Water | | | | | | |
| Story Focus | W1 Plants- Jasper's Beanstalk | W2 Plant s- Non- fictio n- bean growt h | W3 Mini- Beasts- Superwo rm | W4 Mini- Beasts- Munchi ng crunchi ng caterpill ar | W5 Life- cycle- life cycle of a frog- 'Teeny Weeny Tadpol e' | | | W1 Beach/Seasi de- Penguin on holiday | W2 Beach/Seasi de- Sharing a shell – Julia Donaldson | W3 Beach/ rockpoo ls- 'Secrets of the seashor e' | W4 Under the sea- 'hoor ay for fish' | W5 Under the sea 'Rainbo w Fish' | W6 Pirate - 'Ten little pirate s' | W7 Pirat e- 'Mrs Pirat e' |
| Communication and Language | Responds to simple questions and attempts to answer by speaking, pointing or gesturing, can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. Start to use some new vocabulary and joins in with songs, stories and rhymes. Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). To engage in longer dialogues, pupils are more confident when using fantasy language in play and knows some colours and prepositions. | | | | | | | | | | | | | |
| Literacy | Knows where to find the story on the page, can identify some signage in the classroom, can talk about the characters in the story and can talk about the story events in simple terms. Explores different ways of making sounds with their bodies, sings songs and rhymes independently, hears initial sound phonemes and applies knowledge to alliteration, explores and creates sound words and claps syllables in words and read some meaningful key words and can orally segment and blend words. Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. Can copy with increasing control, starts to make shapes that are recognisable as pre-letter shapes, can start to write name as a shape and writes their name and identifies their name. | | | | | | | | | | | | | |
| Mathematics | Subitises and counts to 3, notices the last number said when counting, counts up to five and is starting to understand cardinal principle and uses number in play, identifying numerals up to 5. Enjoys counting as far as they can and uses numbers in their play, can say what numbers come next when counting and singing number songs, can use 'more than' to identify different groups and can identify when two groups have the same number. Sorts using simple criteria, starts to identify simple patterns, make simple comparisons and start to use simple shape names. | | | | | | | | | | | | | |
| Physical Development | Shows increasing development of control over trickier tools, e.g. flag, spade, starts to control the body to work with others, shows good control in large movements like changing direction when running and begins to control smaller tools. Starts to recognise the changes they can make using tools and equipment, shows more fine motor control with tools, shows finer control with smaller tools whilst still needing some help with tricky things like buttons and be more in control of the tools being used, e.g, can make some more controlled marks with crayons and pencils. | | | | | | | | | | | | | |
| Personal, Social and Emotional Development | Finds what they want to play with and stays with the activity for longer periods of time, accepts help from adults when they need it. More aware of other children around them and starts to interact and is able to make simple choices. Starts to be more confident to play with others and is beginning to self-regulate in play situations. Starts to show responsibility for their own feelings and their own play. Starts to comply with the boundaries of school knowing there are rules, shows an awareness of how their choices may affect and involve others around them. Seeks out adults for specific help, begins to accept the needs of others, more aware of others around them and the need to take account of others around them, has some accountability for their actions, able to manage a task seeing it through from beginning to end and showing independence in their choices. Starts to dip into others play, shows more awareness of others in the setting and starts to interact during play, shows interest in others play and may start to observe with interest and join in the game and joins in with other's play. | | | | | | | | | | | | | |

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| Understanding of the World | Children show an interest in the people in their family and can tell some simple facts about their family, recognise some families have similar features. Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. Makes connections between the features of their family and other families and knows the simple features of their own environment. |
| Expressive Arts and Design | Imaginatively plays with small world and in the role-play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation and shows a preference for types and methods of expressions and shows more control when expressing themselves. Experimentation of marks and mark making using colour, texture and senses, more deliberate use of materials and colour with more deliberate explorations of colour and changes. |