

Foundation Curriculum Topic Map

Foundation 2



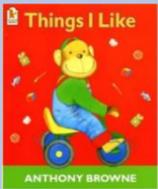
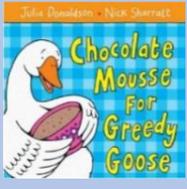
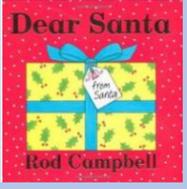
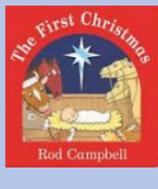
THE ST
AUGUSTINE'S ACADEMY

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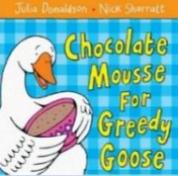
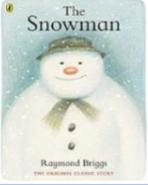
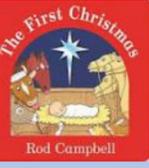
Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

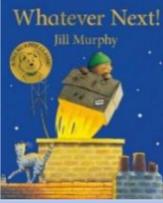
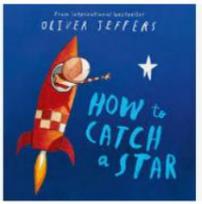
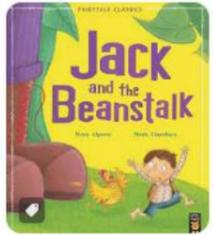
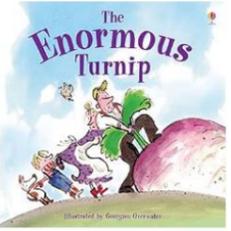
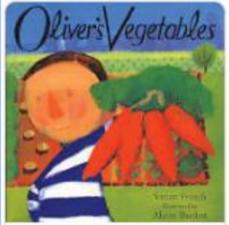
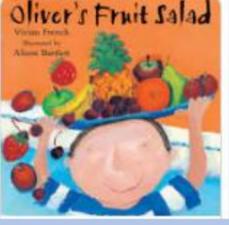
Challenging educational orthodoxies so that every child makes good progress in all subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive an inspiring curriculum;
all academies strive to be outstanding.

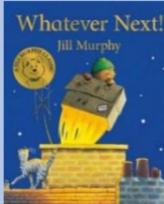
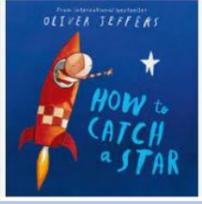
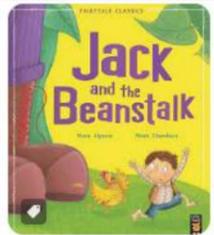
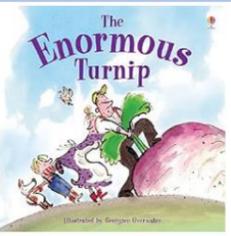
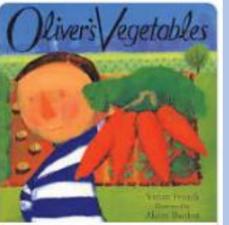
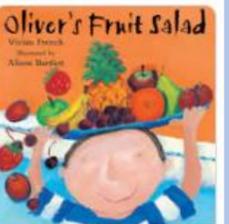
	Autumn 1 (F2)							Autumn 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Marvellous Me							Winter Celebrations						
Story Focus														
Supporting texts	Be you – Karl Newson Big Feelings: and what they tell us – Rebekah Ballagh The Roar – Eoin McLaughlin and Polly Dunbar An Emotional Menagerie – Feelings from A to Z by The School of Life Ten Little Fingers and Ten Little Toes by Mem Fox From Head to Toe by Eric Carle The Five Senses by Hervé Tullet At Our House by Isabel Minhos Martins Super Duper You by Sophy Henn							Seasons: Winter – Katy Pike Kipper’s Snowy Day – Mick Inkpen What can you see in winter? – Sian Smith Squasherella – Amy Boxshall The best Diwali Ever – Sonali Shah We all celebrate – Chitra Soundar						
Special Events	Termly Talking Tea Bedtime story evening													
Communication and Language	Raises hand to speak during carpet sessions. Takes turns talking to an adult. Will maintain sustained eye contact with the speaker whilst listening. Shows that they are listening by giving the speaker their full attention. Shows an understanding of simple questions. Follows one-step instructions directed to the group. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). (LAU) Interacts using their voice. Greets adults in the setting politely and looking at them. ses sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying “sheeps” instead of “sheep” or “goed” instead of “went”). Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc. (S)							Understands the expectation of listening carefully. Learns songs as a whole-class to present to others. Begins to repeat familiar refrains in stories, e.g. “Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.” Can answer simple questions. Follows simple two-step instructions. Responds to own name and will change their activity when encouraged to by adults. Demonstrates good listening through increased interaction. (LAU) Has confidence to express themselves using their voice. Begins to retell stories in their play. Learns songs as a whole-class to present to others. Explains something using simple sentences, including ordering, stating what happened and what might happen. Starts to interact with more confidence. (S)						
Personal, Social and Emotional Development	Recognises simple emotions in relation to themselves. Explores new environment and resources. Knows to look and listen when an adult is speaking. Sits on the carpet next to others during ‘class teach’. Begins to develop confidence and cooperation. (SR) Confidently talks to other children when playing. Safely explores emotions beyond their normal range through play and stories Completes an activity for a sustained period with adult support and prompts. Knows and understands what the classroom behaviour expectations are. Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery. (MS) Demonstrates friendly behaviour, initiating interactions. Play is kept going by responding to what others are saying or doing. Plays in a group, extending and elaborating play ideas. Listens to adults and responds appropriately. Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. (BR)							Respects the property of the setting and those belonging to others. Expresses their own present emotions. Understands expectations and structure of question-and-answer and conversation. For example raises hand to speak during carpet sessions or waits for turn to speak when another person is speaking. Increasing ability to share, recognises emotions of self and shows good manners. (SR) Confidently asks adults for help. Welcomes and values praise for achievements. Meets the classroom behaviour expectations with support and guidance. Enjoys the responsibility of carrying out small tasks. Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. (MS) Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Forms relationships with friends and familiar adults. Starts to be able to identify simple emotions and how they can affect them, e.g., happy, sad, angry. Follows simple instructions and requests. Initiates play, recognises some emotions better and follows instructions. (BR)						
Physical Development	Shows control, flexibility and awareness of own body, for example, runs and jumps confidently landing safely on two feet. Moves in a variety of ways for example, skipping, slithering, shuffling. Can copy simple dance moves and gestures (like tip-toe around the room). Shows some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands. Shows an increasing awareness of what their own body can do. Engages with physical play.(GM)							Shows improved spatial awareness. Is aware and follows safety rules, for example, not running near the climbing frame area. Can move body parts in response to music (stamping and clapping). Negotiates obstacles when running in a large space. Shows improved spatial awareness. Is aware and follows safety rules, for example, not running near the climbing frame area. Can move body parts in response to music (stamping and clapping). Negotiates obstacles when running in a large space.						

	<p>Shows some control when making a variety of marks using available resources. Controls larger shapes, for example, draws large-scale lines and circles. Gives meaning to marks they have made.</p> <p>Shows some dexterity, for example, five finger grasps used, uses threading equipment with control. Uses large paintbrush.</p> <p>Uses large-scale simple construction to create simple models (Duplo).</p> <p>Develops hand and wrist flexibility.</p> <p>Begins to make marks and shapes using simple equipment. (FM)</p>	<p>Demonstrates better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</p> <p>Becomes increasingly aware of the space around them and what they can do in the space.(GM)</p> <p>Shows increasing control and awareness, for example, beginning to draw people (head with legs). Shows further control, for example, drawings include squares, rectangles and circles, crosses, and letters. Controls some letter shapes well, for example, adder letters and caterpillar letters are formed correctly. Some lower-case letters are formed correctly.</p> <p>Shows control to hold and play instruments.</p> <p>Has dominant hand for writing. This hand shows increasing flexibility.</p> <p>Uses a wider range of equipment to make more-refined shapes and marks, models and construction. (FM)</p>
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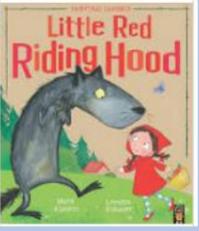
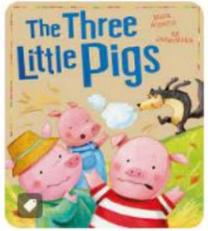
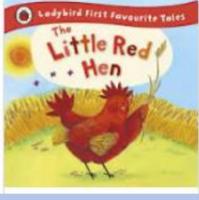
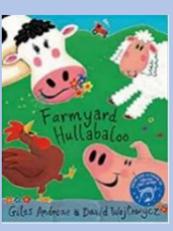
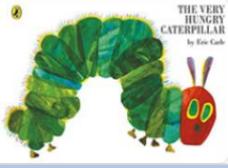
	Autumn 1 (F2)							Autumn 2 (F2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Marvellous Me							Winter Celebrations						
Story Focus														
Literacy	<p>Can tell an adult about what they have drawn or painted. Audio storytelling. Children use spoken language to retell stories (maybe supported by a sentence stem). Emergent writing continues. Pupils are beginning to mark make in the environment during continuous provision (some words may have the correct initial letter(s)). Creates representations of people, objects and events.</p> <p>Shows an interest in reading often choosing a book to look at themselves or with friends. (C)</p> <p>Identifies sounds in own name and other familiar words.</p> <p>Begins to write some individual letters (Phase 2) by saying the sounds for them.</p> <p>Beginning to link graphemes and phonemes (WR)</p> <p>Draws their own large-scale lines and circles (clockwise).Uses tools for mark marking with increasing control. Uses threading equipment with increasing control and confidence. Uses Five finger grasp.</p> <p>Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play. (W)</p>							<p>Copies print in the environment, e.g., door. Begins to label pictures (sometimes with initial sounds/letters known). Gives meaning to the marks as they write. mark making during continuous provision with a purpose. Words may have a group of letters with a space in between.</p> <p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. (C)</p> <p>Writes words containing the Phase 2 graphemes known. Writes captions containing the Phase 2 graphemes known. Might need support to retain sentence. E.g., the cat sat on the mat.</p> <p>Links phonemes to every letter of the alphabet and beginning to blend them in words. (WR)</p> <p>Has dominant hand for writing. Uses pincers and tweezers with increasing control and confidence. Can copy shapes, letters and numbers</p> <p>Children mark make consistently as part of their play and can talk about the meaning of their marks. (W)</p>						
Mathematics	<p>Selects the correct numeral to represent 1 to 5 objects. Recognises some numerals of personal significance. Recognises up to three objects in a visual formation without having to count them. Represents group of objects using mathematical images that are of significance to the child.</p> <p>Counts objects and gives the total number in the group.</p> <p>Counts objects and selects the numeral card (1-5). (N)</p> <p>Counts up to three or four objects by saying one number name for each item. Becomes familiar with the language of counting.</p> <p>Begins to use mathematical vocabulary e.g. more, less, the most, the least, bigger, smaller.</p> <p>Uses the language of counting confidently and as part of play. (NP)</p> <p>Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round.</p> <p>Identifies simple positional language, e.g., under the table. Makes comparisons between objects relating to size, length, weight and capacity.</p> <p>Identifies simple 2D shapes in the environment. (SSM)</p>							<p>Selects the correct numeral to represent 1 to 10 objects. Knows the written symbols for numbers. Links the number symbol (numeral) with its cardinal number value.</p> <p>Places objects in five frames and begins to discuss the relevance of the arrangements. Provides a visual model to represent number values.</p> <p>Finds the total number of items in two groups by counting all of them. Discusses mathematical calculations and problems using appropriate vocabulary.</p> <p>Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups. (N)</p> <p>Counts objects to 10 and begins to count beyond 10. Counts out up to six objects from a larger group. Counts back in 1s. Touch counts objects when counting.</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>Starts to understand one more and one less. (NP)</p> <p>Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p>Sequences objects in order of size.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties. (SSM)</p>						

<p>Understanding of the World</p>	<p>Talks about their immediate family Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook. Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport. Understands that not everyone celebrates the same celebrations, but how we celebrate are similar. Can talk about their own family and the people around them describing features about them.(PP)</p> <p>Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort. Knows that some places are far away, and we cannot walk there. Knows features of their own environment. (PCC)</p> <p>Shows curiosity in the environment around them inside and outdoors. Foci: Immediate observations: Says what they can hear, see, and feel whilst outside. Notices features of the immediate environment. (TNW)</p>	<p>Remembers and talks about significant events in their own experiences. Knows the names of the days of the week and their order. Understands their birthday celebrates the day that they were born. Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents. Starts to talk about the passage of time and understands significant events in their own timeline.(PP)</p> <p>Understands that not everyone celebrates the same festivals, but how we celebrate is similar; special foods, decorations, music, special clothes, gifts etc. Takes an interest in and comments on unknown objects, exploring their; textures, mass, colour, moving parts etc. Knows some features of a different environment and what makes it different. (PCC)</p> <p>Comments on unknown objects, based on their own exploration. Observes and talks about the changes in objects over a period (melting). Foci: Observation of change. Notices an immediate change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice. Starts to talk about changes like the weather. (TNW)</p>
<p>Expressive Arts and Design</p>	<p>Develops preference for forms of expression. Creates movement in response to music. Sings to themselves and makes up own songs. Engages in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops. Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker. Sings a few familiar songs. Creates sounds in vocal sound games. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Uses movement to express feelings. Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other. Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. (BIE)</p> <p>Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations. Explores mixing colours and observes the changes. Distinguishes between colours and names them. Begins to understand colour, shape and space. Knows how to put things together in a basic way. (CM)</p>	

	Spring 1 (F2)						Spring 2 (F2)					
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Blast Off						Dig and Discover					
Story Focus												
Communication and Language	Shows an understanding of a broader vocabulary. (LAU) Starts to use more appropriateness structure and vocabulary. (S)						Initiates interactions and shows an understanding of more-complex questions. (LAU) Uses more complex vocabulary. (S)					
Personal, Social and Emotional Development	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. (SR) Develops confidence in new situations. Understands classroom expectations. (MS) Can identify when they require support or help. Can start to play in a group more effectively. (BR)						Starts to consider the feelings of others. (SR) Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.(MS) Increasingly able to share, take turns and respond positively to other children. (BR)					
Physical Development	Refines the way they move in the space around them. (GM) Adds more detail to shapes and objects created as control increases. (FM)						More confident and proficient in their movements and in using objects and equipment. (GM) Shows increased control to use a range of tools to create more-complex shapes, objects and writing. (FM)					

	Spring 1 (F2)						Spring 2 (F2)					
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Blast Off						Dig and Discover					
Story Focus												
Literacy	Can answer questions about the content of a book and shows an interest in reading by themselves.(C) Links phonemes to every letter of the alphabet and beginning to blend them in words. (WR)						Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class. (C) Beginning to apply knowledge of long vowels in their reading of sentences. (WR)					

	Sentence structure starts to be evident. Some phonic awareness is evident. Children are good at oral rehearsal. (W)	Composes a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident. (W)
Mathematics	Subitises to five. Counts on without starting at 1. (N) Identifies patterns in the number system, for example, finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles. (NP) Knows some units of measure. (SSM)	Uses 10 frames and talks about the arrangements. Starts to estimate.(N) Can use more, fewer, less when talking about numbers and quantities. (NP) Uses language of time when talking about the day and events in their life. Recognises some 3D shapes. (SSM)
Understanding of the World	Starts to understand events outside their own timeline. Understands 'different'. (PP) Knows there are locations beyond their own and that these are represented in different ways. (PCC) Starts to show curiosity and wonder when involved in investigations. (TNW)	Talks about events of personal significance. Starts to understand 'similarity'. (PP) Knows that there are different and significant celebrations. (PCC) Shows some understanding of difference. (TNW)
Expressive Arts and Design	Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of. (BIE) Pupils are clearly representational and outcomes have a more easily identifiable purpose. (CWM)	

	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	Week 7
Topic	Once upon a time...						Animal Antics						
Story Focus					 Talk 4 Write	 Talk 4 Write							
Communication and Language	<p>Begins to express own opinions and justify them. (LAU)</p> <p>Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes. (S)</p>						<p>Listening, Attention and Understanding ELG:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 						
Personal, Social and Emotional Development	<p>Begins to understand how others might be feeling, to show empathy. (SR)</p> <p>Increased confidence and resilience and this can include supporting peers.(MS)</p> <p>Starts to understand the needs of other children and their own feelings. (BR)</p>						<p>Self-Regulation ELG:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 						
Physical Development	<p>More confident and proficient in their movements and in using objects and equipment. (GM)</p> <p>Shows increased control to use a range of tools to create more-complex shapes, objects and writing. (FM)</p>						<p>Gross Motor Skills ELG:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 						

	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	Week 7

Topic Story Focus	Once upon a time...				Animal Antics			
Literacy	<p>Can answer more-complex questions about books and stories.. (C)</p> <p>Reads HFW from Phase 3 letters and sounds. (WR)</p> <p>Writes recognisable letters and words and reads back what has been written. (W)</p>				<p>Comprehension ELG:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 			
Mathematics	<p>Orders, identifies, subitises, combines and manipulates numbers to 10. (N)</p> <p>Knows 1 more/less than. (NP)</p> <p>Recognises mathematical features of some shapes. Starts to explore problems including shape. (SSM)</p>				<p>Number ELG:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 			
Understanding of the World	<p>Sequences events using time-specific vocabulary. (PP)</p> <p>Identifies some features of personal significance and some features that others find significant. (PCC)</p> <p>Starts to talk about the passage of time in relation to changes. (TNW)</p>				<p>Past and Present ELG :</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
Expressive Arts and Design	<p>Creating with Materials ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 							

Being Imaginative and Expressive ELG:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.