

Foundation Stage Progression Map and Overview of Curriculum 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of weeks	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Theme	Settling in Marvellous Me In the woods	In the Woods Toys Celebrations	Winter Pirates	On the farm and in the city	Zoom, zoom, whizz Where shall I go?	Creepy Crawlies Let's go outside
Enrichment activities	Local walk	Visit to the theatre – Tiger who came to tea Diwali celebration – food tasting Visit from Mrs Hart to question about toys Hepp DT – Making reindeer decorations Nativity performance for parents Visit to the cinema Christmas parties	Local walk – looking at signs of winter Pirate Day	Spring walk Mini Zoo Planetarium Visit to local farm – Cannon Hall	Train ride Trip to transport museum	Live caterpillars Visit to the butterfly house Project in the garden
Key vocabulary	<p>Marvellous me - Family members – mummy, daddy, mother, father, sister, brother, grandma, grandad, nana, grandmother, grandfather, auntie, uncle, cousins, son, daughter Parts of the body - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. Five senses – hearing, sight. Taste. Smell. Touch</p> <p>In the woods - Autumn, leaves, crunchy, crispy, blackberries, fungi, chilly, cold, acorns, conkers. Trees - oak, sycamore, silver birch, horse chestnut, apple. Animals - fox, badger, squirrel, deer, rabbit, hare, frog, toad, grass snake, adder, barn owl, tawny owl.</p>	<p>In the woods – Autumn, leaves, crunchy, crispy, blackberries, fungi, chilly, cold, acorns, conkers. Trees - oak, sycamore, silver birch, horse chestnut, apple. Animals - fox, badger, squirrel, deer, rabbit, hare, frog, toad, grass snake, adder, barn owl, tawny owl.</p> <p>Winter Celebrations - Diwali, Hindu, diva lamps rangoli patterns Jesus, frankincense, myrrh Christian, Nativity</p> <p>Toys - Old, new, tatty. thread bear, worn, artefact</p>	<p>Pirates - Anchor – swim, sea, ship, pirate, beach</p> <p>Goldilocks – adventure, sink, sail, brave, hero, villain, crew, telescope, direction</p> <p>Step On – palm tree, eye patch, cannon, jolly roger, compass, crow's nest, captain, crew</p>	<p>On the farm – Anchor – fields, farm animals e.g. pig, cow, horse, tractor, fences, farmhouse Goldilocks - lamb, calf, foal, kid, duckling, gosling, colt, stallion, mare, sow, piglet, buck, doe, kit, ram, adult, countryside, meadow, sow, seedling, hay bale Step on – combine harvester, crops, coop, sty, pen, stable, rural, life cycle</p> <p>In the City Anchor – busy, roads, houses, shops Goldilocks – skyscrapers, flats, offices, theatres, cathedral, museums, buildings, Step on – landmark, billboards, motorways, capital city, Buckingham palace, big ben, Westminster abbey.</p> <p>Spring - Anchor: weather, rain, sun, warmer, colder, lighter, plants, grow</p>	<p>Anchor – car, road, bicycle, map, ticket, train Goldilocks – journey, trip, travel, distance, abroad, airport, sail, fly</p> <p>Step on – ferry, submarine, airship, tram, underground., control tower, cabin crew, conductor</p>	<p>Creepy Crawlies – Anchor – bugs, flies, butterflies, legs, wings, head, worm Goldilocks – insects, habitats, change, web, beetle, slither, sections, nectar Step on – chrysalis, cocoon, metamorphosis, thorax, casts, exoskeleton, antennae</p>

				Goldilocks: temperature, daylight, shoots, month, observe, symbol, data, daffodil, crocus, snowdrop, hyacinth, primrose, leaf, flower, stem, stalk, seed, bulb, roots Step On: weather vane, thermometer, rain gauge, degrees, Celsius,		
Communication and Language	Children will be able to understand how to listen carefully and know why it is important. Children will be able to follow simple instructions. Children will talk in front of small groups and their teacher offering their own ideas.	Children can clearly recount a special time or event. Children can follow more complex instructions. Children use social phrases.	Children will be able to ask questions to find out more. Children talk in sentences using conjunctions – e.g. and, because	Children retell familiar stories with some exact repetition and some in their own words. Children use some story book language e.g. Once upon a time Children understand questions such as who, why, when, where and how.	Children indicate two-channelled attention – can both listen and do for short periods. Children use language to create their own stories through play.	Children can follow a story without pictures and props. Children use talk to organise, sequence and clarify thinking ideas, feelings and events.
Personal, social and emotional development Children develop their personal, social and emotional skills throughout the year through circle times and Jigsaw lessons.	Self-regulation – Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities Managing Self – Children ask for help when needed. Children will access the resources inside and outside with adult support. Children will wash their hands independently. Children will put on their coats independently. Building Relationships – Children will seek support from adults and gain confidence to speak to peers and adults. Children understand why it is good to be kind and use gentle hands. Children begin to understand children's rights and this means we should all be allowed to learn and play. Routines and independence – choose it, use it, put it away. Monitors for different classroom areas and outdoor area.	Self-regulation – Children will talk about how they are feeling and consider the feelings of others. Managing self – Children can follow classroom rules and tidy up independently. Children become increasingly independent in self-care. Building Relationships – Children begin to develop new friendships. Children understand that we are all different and can talk about themselves and others positively. Children will know some ways to be a kind friend. Children will know some words to use to stand up for themselves when someone says or does something unkind. Jigsaw theme – Celebrating differences Be bright be seen?	Self-regulation – Children will be able to focus during longer whole class sessions. Managing self – Children will develop independence when dressing and undressing. Children will begin to show resilience and perseverance in the face of challenge. Children set simple goals for themselves and work towards them. Building Relationships – Children have a positive attitude and support and encourage others to achieve their goals. Children will be taught strategies to support in turn taking. Jigsaw theme – Dreams and goals	Self-regulation – Children will identify and moderate their own feelings socially and emotionally Managing self – Children will understand the importance of exercise and healthy food choices. Children will understand why sleep and hand washing are important. Children will understand why it is important to brush their teeth. Children will know what a stranger is and how to stay safe if a stranger approaches them. Building Relationships – Children can solve small conflicts independently e.g. 'Stop that please, I don't like it'. Jigsaw theme – Healthy Me	Self-regulation – Children will be able to control their emotions using a range of techniques. Children can wait with increased patience. Managing self – Children will learn to dress and undress independently. Building Relationships – Children will learn to work as a group Children will know how to make friends to stop them feeling lonely. Children will think of ways to solve problems and stay friends. Children will know how to use calm me to manage feelings. Jigsaw theme - Relationships	Self-regulation – Children will be able to follow instructions with 3 steps or more. Children can express feelings about moving to Year One. Managing self – Building Relationships – Children will have the confidence to communicate with adults around the school. Children will understand the importance of a healthy diet. Changes/transition to new class. Jigsaw theme – Changing Me

	Rules and boundaries - introducing Jigsaw theme – Being me					
Physical development	Gross Motor Children will learn to walk, jump, run, hop and skip with growing control and an awareness of space. Children will show increasing control over large balls and beanbags through pushing, patting, throwing, catching and kicking. Fine Motor Children will begin to use anticlockwise movements and retrace vertical lines.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. They will explore slithering, shuffling, crawling and rolling with a more fluent style of movement. Fine Motor Children will begin to form a tripod grip when using mark making tools.	Gross Motor Children will explore different ways to travel using equipment. Children will jump and land safely from a height. Fine Motor Children will use scissors, glue, pencils and paintbrushes effectively.	Gross Motor Children will climb and balance on a variety of equipment. They will practise concluding movements in balance and stillness, and develop grace and control. Fine Motor Children will confidently use a knife and fork to cut their food.	Gross Motor Children will show increasing control over small balls, bats and quoits through pushing, patting, throwing, catching and kicking. Fine Motor Children will hold scissors correctly and cut out smaller shapes with control.	Gross Motor Children adjust speed and direction to avoid obstacles. Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a pencil grip.
Handwriting	Children begin to form lower case letters correctly. – first 16 sounds. (through RWI lesson)	Children begin to form lower case letters correctly – 25 letters (not q) (through RWI lesson)	Children will form the around and down letters correctly. (Handwriting RWI Stage 1a)	Children will form the all letters correctly, including curly and zigzag letters.	Children will begin to write letters with clear ascenders and descenders.	Children will begin to form capital letters correctly.
Literacy Phonics to be taught through RWI	Comprehension Children will independently look at a book, hold it the correct way and turn the pages. Children answer simple questions about books they have shared with adults. Word Reading Children will recognise 16 single letter sounds. Writing Children will write their first name or letters from their first name correctly. Children begin to hear and say the initial sounds of words. Children begin to break the flow of speech into words – dictate sentences for adults to scribe. Write simple labels with support.	Comprehension Children retell stories through their play – using some language they have heard in stories. Children know that some books are story books, some are information books and some are poems/rhymes. Word Reading Children will recognise all single sounds and be able to blend 3 letter words orally. Writing Children will represent all single letter sounds with the correct grapheme. Children begin to write 3 letter words. Write labels and lists with support.	Comprehension Children know that characters and the people or animals in the books and can describe them in increasing detail. Children know that information can be gained from non-fiction books Word Reading Children will blend sounds to read words. They will read short Ditty stories Read Set 1 Special Friends – sh, th, ch, qu, ng, nk Writing Children write 3 letter words independently. Children write words with set 1 digraphs. Children write lists and simple captions	Comprehension Children know the story setting is where the story takes place and describe it in increasing detail. Children know information can be retrieved from computers and mobile digital devices. Word Reading Children will read red Storybooks and read 4 double consonants. Children read common exception words in red books. Writing Children write words with 4 sounds. Children begin to write short sentences with support.	Comprehension Children predict what will happen next in stories. Children re-enact and reinvent stories they have heard. Word Reading Children will read Green Storybooks. Children read common exception words in green books. Writing Children spell words by identifying sounds and then writing the graphemes – including known digraphs. Children write short sentences and begin to use capital letters and full stops with support. Children begin to reread what they have written to check it makes sense.	Comprehension Children are able to recall and discuss stories that have been read to them. With adult support children begin to use the features of information books to locate key information. Children answer questions about what they have read. Word Reading Children will read Green or Purple Storybooks and first 6 Set 2 sounds – ay, ee, igh, ow, oo and oo Children read common exception words in green and purple books. Writing Children spell words by identifying sounds and then writing the graphemes – including known digraphs (including some set 2 sounds).

						Children write short sentences with finger space, capital letters and full stops. Children reread what they have written to check it makes sense.
Possible Key texts	The big book of families Incredible you Once there were giants The Gruffalo Little Red Riding Hood Owl Babies Autumn Books – The squirrels who squabbled	This is the bear Dogger Naughty Bus Old Bear Threadbear Lost Toy Museum That Rabbit belongs to Emily Brown My Friend Bear	The Night Pirates Here Come the Pirates The Pirates Next Door The Pirates of Scurvy Sand The Troll Pirates love underpants Non-fiction – Usborne Pirates for beginners DK Find out Pirates See Inside Pirate Ships	Rosie's walk What the ladybird heard Farmer Duck The pig in the pond The Little Red Hen Harry's Home The Town Mouse and the Country Mouse Mr Wolf's Pancakes	The Train Ride The Journey Journey Mr Gumpy's Outing Lost and found Emma Jane's Aeroplane You can't take an elephant on the bus. Oi get off our train	The Very Hungry Caterpillar Aargh Spider! Superworm Eddie's garden Mad about minibeats
Writing Opportunities	Writing own name Labelling family Simple labels Shared writing – speech bubbles	Labelling toys Writing lists – for Christmas Labelling story maps Writing Christmas cards Shared writing – character description	Writing lists to take on pirate adventure. Letter to Jim Lad Messages in a bottle Clues Menu	Instructions for pancakes Story map – Rosie's walk Simple captions to retell story – Farmer Duck Character descriptions – Hefty Hugh, Lank Len Postcard from Harry – Harry's home Recount of trip - sentences	Captions to go with The Train Ride story. A recount of a journey. Retelling Mr Gumpy's outing – add another animal. Plane and train tickets through provision. Thank you letter from the penguin. Leaflet for safe bike riding	Diary for changes to caterpillars Minibeast fact files Retell The Very Hungry Caterpillar Writing about their own pet spider. Writing a minibeast poem with a simple structure
Mathematics Main session will be linked to the White Rose Maths Children will also participate in mastering number sessions 4 times a week.	Children will have a deep understanding of 1,2,3. Children will be able to match and sort objects. Children will compare sets of objects saying whether there are more, fewer of the same. Children will compare the size of objects. Children will make simple repeating patterns.	Children will have a deep understanding of 1-5. Children will begin to understand the one more and one less than relationship between different numbers. Children will recognise circles and triangles. Children will know and use positional language correctly. Children will know squares and rectangles have 4 sides and 4 corners. Children will use language to describe events that happen through the day.	Children will have a deep understanding of 1-8 Children will know that 0 represents nothing. Children will compare the numbers to 5. Children will compare the mass of objects Children will compare the capacity of objects. Children will solve practical addition problems by combining 2 groups. Children will compare the length and height of objects. Children will sequence events and talk about them using the correct language.	Children will have a deep understanding of 0-10. Children will compare numbers to 10. Children will explore number bonds to 10 using practical objects. Children will begin to know some number bonds to 10. Children will use and name the 3D shapes – sphere, cylinder, cube, cuboid, pyramid, cone. Children will identify, continue and create more complex patterns.	Children will build and identify numbers to 20 and beyond. Children will identify counting patterns beyond 20. Children will match, rotate and manipulate shapes. Children will solve problems by adding more. Children will solve problems by taking away. Children will understand that shapes can be combined and separated to make more shapes.	Children will know number bonds to 10, including double facts. Children will know double means twice as many and know some double facts to 10. Children will be able to group objects practically. Children will understand and explore the difference between odd and even numbers.
Understanding the world	History: Past and Present – Children will know about their own life story and how they have changed. Children will be able to talk about their own family.	History: Past and Present – Children will know some similarities and differences between familiar situations in the past and present. Children will know similarities and differences between toys	History: Past and Present – Children will know about settings and characters encountered in books.	Science: The Natural World: Children will observe obvious changes in the Spring. Children will know that the weather gets warmer, there are more hours of daylight, leaves	History: Past and Present – Children will know about past events encountered in books. (The Wright brothers aeroplane flight)	Science: The Natural World: Children will note similarities and differences, make close observations and draw pictures of plants and animals.

	<p>Children will be able to talk about how they have changed. Children will be able to talk about how the toys they have played with have changed. Children will be able to sequence people of different ages.</p> <p>Science: The Natural World Children will know and understand the terms same and different. Children will explore the natural world using their senses. Children will name and describe some plants and animals. Children will begin to understand the effect of changing seasons.</p> <p>Children will notice obvious changes due to the season becoming Autumn. Children will be able to identify some of the signs of Autumn. Children will understand the terms same and different. Children will be able to describe some natural objects and begin to identify some trees. Children will name and describe some woodland animals.</p> <p>Geography: People, culture and communities: Children will know where they live. R.E – People, culture and communities: Children will begin to recognise that people have different beliefs Technology – Use everyday technology in play e.g. phones and cameras Children will know how to use technology safely.</p>	<p>they played with and those their parents and grandparents had. Children will know some of the toys people played with 150 years ago.</p> <p>Science: The Natural World: Children will know and understand the terms same and different and begin to make close observations. Children will name and describe some plants and animals.</p> <p>Geography: People, culture and communities: Children will know some of the features of their immediate environment. R.E – People, culture and communities: Children will know that some people celebrate special times in different ways – Christmas and Diwali</p> <p>Children will know that Hindus celebrate Diwali and be able to talk about some of the ways Diwali is celebrated. Children will know that Christians celebrate Christmas and be able to retell the nativity story.</p> <p>Technology – Take photos of our own work, record using devices such as sound buttons. Draw a picture in iPad.</p>	<p>Science: The Natural World: Children will explore the natural world around them through observing and interacting with different processes including ice melting. Children will gain a greater understanding of the effect of the changing seasons</p> <p>Geography: People, culture and communities: Children will begin to draw information from simple maps. Children will know that the world is made up of land and sea and that there are different countries, oceans and continents in the world.</p> <p>R.E – People, culture and communities: People, culture and communities: Children will know that some people celebrate special times in different ways – Chinese New Year</p> <p>Technology – Children will begin to use a mouse to complete simple computer games.</p>	<p>grow on trees, spring plants grow, some baby animals are born, birds build nests and lay eggs., frogs lay frogspawn. Children will describe and comment on plants and animals.</p> <p>Children will know the plants snowdrops, daffodils, tulips, crocuses, bluebells, cherry blossom trees. Children will know plants need water and light to grow. Children will know the names of adult and baby farm animals including – sheep, lambs, goats, kids, cows, calf, horses foal, pigs, piglets. Children will know the stages of a life cycle of a chicken. Children will know some of the ways to care for the natural world.</p> <p>Geography: People, culture and communities: Children will recognise similarities between life in rural and built up areas. R.E – People, culture and communities: People, culture and communities: Children will know that some people celebrate special times in different ways – Easter</p> <p>Technology – Children will search for information on google with adult supervision.</p>	<p>Children will begin to organise events using basic chronology. Children will know the kind of bike used changes as people grow older. Children will know cars have changed through the years.</p> <p>Science: The Natural World: Children will observe and interact with natural processes including shadows, floating, states of matter.</p> <p>Geography: People, culture and communities: Children will know some similarities between life in this country and life in other countries. R.E – People, culture and communities: Children will know that people around the world have different religions. Technology – Explore technology, such as beebots and mechanical toys.</p>	<p>Children will be able to identify and know facts about caterpillars, spiders, slugs, snails, bees, ants and woodlice. Children will know the stages of the life cycle of a butterfly. Children will understand the effect of the changing seasons, particularly the weather. Children will know the weather is dryer and sunnier in the summer.</p> <p>Geography: People, culture and communities: Children will draw information from local maps and aerial photographs. R.E – People, culture and communities: Children will know that some places are special to different religions. Technology – Children will create a short video.</p>
Expressive Arts and Design	Art/ DT – Creating with materials Children will learn how to use the paint routine independently.	Art/ DT – Creating with materials Children will begin to draw from observation. Children will explore mark making with felt tip pens.	Art/ DT – Creating with materials Children will explore different paint techniques, including finger painting,	Art/ DT – Creating with materials Children will explore creating sculptures using malleable materials, such as clay and play dough.	Art/ DT – Creating with materials Children will create paintings inspired by Clarice Cliff.	Art/ DT – Creating with materials Children will know that art can be created with different paper to make a collage.

	<p>Children will know that different drawing tools (e.g. crayons, chalk) will make different marks and will explore using them. Children will begin to draw from observation. Children will explore mark making with wax crayons and chalk. Children will create self-portraits.</p> <p>Music – Being imaginative and expressive Charanga Children will sing simple rhymes and songs linked to the topic. - Children will know songs about the body they hear. - Children will find the pulse. Children will copy-clap rhythms. Explore high and low sounds using voices and glockenspiels.</p>	<p>Children will create observational drawings. Children will print to make Christmas cards.</p> <p>Music – Being imaginative and expressive</p> <p>Children will sing and perform Christmas songs. Charanga Children will find the pulse as one of the character from the song. Children copy clap the rhythm of small phrases from the song. Explore high and low pitch in the contexts of the songs. Invent a pattern to go with a song using one note.</p>	<p>printing and using different brushes. Children will explore mixing primary colours to make secondary colours. Children will make props and costumes for different role play scenarios.</p> <p>Music – Being imaginative and expressive Charanga Children invent ways to find the pulse. Copy clap some rhythms or phrases from songs. Explore high and low pitch in the contexts of the songs Use the starting note to explore melodic patterns using one or two notes.</p> <p>Dance – Children will learn a sequence of dance steps.</p>	<p>Music – Being imaginative and expressive Charanga</p> <p>Children find the pulse and show their ideas Copy clap some rhythms or phrases from songs Explore high and low pitch in the contexts of the songs Use the starting note to explore melodic patterns using one or two notes.</p>	<p>Children will explore mixing different shades with paint.</p> <p>Music – Being imaginative and expressive Charanga Children find a funky pulse.</p> <p>Copy clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of the three notes C, D and E.</p>	<p>Children will create a landscape collage inspired by Megan Coyle. Children will know that art work can be created with natural materials and will create work inspired by Andy Goldsworthy</p> <p>Music – Being imaginative and expressive Charanga</p> <p>Children will know at least 20 Nursery Rhymes and songs by heart. Children will now move with the pulse of the music. Children will know that songs have sections.</p>
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