

# Foundation Curriculum Topic Map

## Cycle A



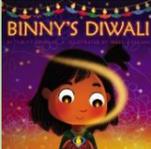
THE PYTHON HILL ACADEMY

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.*

	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
<b>Topic</b>	<b>Families</b>							<b>Celebrations</b>						
<b>Story Focus Intended texts</b>														
<b>Secondary books</b>	ELS BOOKS/Tradition tales/Halloween themed stories							<b>John Lewis advert 2017</b> <b>ELS Books/Hovis the Hedgehog/Hannukka books, Christmas theme stories, Harvest books</b> 						
<b>Enrichment</b>	Visit from a new born baby Children bringing in family photo's Family Afternoon Tea, Tiger Day Visit from an author – Lynn Straw who write Tatty the Witch Halloween themed day (trick or treating around school)							Sparklers, making hedgehog homes Diwali themed week, Pantomime trip, Christmas Nativity Walking down to the church to see what it looks like at Christmas						
<b>Communication and Language</b>	Summary: Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc. Interacts using their voice. Interacts using their voice.							Summary: Starts to interact with more confidence. Demonstrates good listening through increased interaction. Has confidence to express themselves using their voice.						
<b>Listening Speaking</b>														
<b>Personal, Social and Emotional Development</b>	Summary: Begins to develop confidence and cooperation.							Summary: Increasing ability to share, recognises emotions of self and shows good manners.						
<b>Physical Development</b>	Summary: Shows an increasing awareness of what their own body can do. Engages with physical play. Begins to make marks and shapes using simple equipment.							Summary: Shows an increasing awareness of what their own body can do. Engages with physical play. Begins to make marks and shapes using simple equipment.						
<b>Literacy Comprehension</b>	Summary: Shows an interest in reading often choosing a book to look at themselves or with friends.							Summary: Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.						
<b>Literacy Reading</b>	Summary: Beginning to link graphemes and phonemes.							Summary: Links phonemes to every letter of the alphabet and beginning to blend them in words.						

<b>Literacy Writing</b>	Summary: 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.	Summary: Can copy shapes, letters and numbers Summary: Children mark make consistently as part of their play and can talk about the meaning of their marks.
<b>Mathematics</b>	Summary: Identifies simple 2D shapes in the environment. Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties. Uses the language of counting confidently and as part of play Counts objects and selects the numeral card (1-5).	Summary: Starts to understand one more and one less. Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups. Places objects in five frames and begins to discuss the relevance of the arrangements. Provides a visual model to represent number values.
<b>Understanding of the World</b>	Can talk about their own family and the people around them describing features about them. Knows features of their own environment. Notices features of the immediate environment.	Starts to talk about changes like the weather. Knows some features of a different environment and what makes it different. Starts to talk about the passage of time and understands significant events in their own timeline.
<b>Expressive Arts and Design</b>	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. Begins to understand colour, shape and space. Knows how to put things together in a basic way	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. Begins to understand colour, shape and space. Knows how to put things together in a basic way

	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
<b>Topic</b>	Super Heroes						Growing and Changing					
<b>Story Focus</b>												
<b>Secondary Books</b>	The hospital dog, Don't call an Elephant in an emergency, MOG and the VET, , Mr Men and Little miss Chinese New Year, Doug the Slug in love, ELS books, The Lorax, Eliot the midnight hero,						ELS books, cooking books, Super Potato book series, Mr Wolfs Pancakes, How to Catch the easter bunny, Were going on a bunny hunt, The Monkey Puzzle,					
<b>Enrichment</b>	Library visit, paramedic visit, Nurse visit, Bath a tortoise, Pictures from pets at home, Chinese new year day, Love Day, Superhero day,						Making Gingerbread people, Building a gingerbread house, making fruit salad, making vegetable soup, Easter Bonnet parade, Easter Egg hunt, Helping in the kitchen at school.					
<b>Communication and Language Listening Speaking</b>	Summary Shows an understanding of a broader vocabulary. Starts to use more appropriateness structure and vocabulary						Summary Initiates interactions and shows an understanding of more-complex questions. Uses more complex vocabulary.					
<b>Personal, Social and Emotional Development</b>	Summary Can identify when they require support or help. Can start to play in a group more effectively.						Summary Increasingly able to share, take turns and respond positively to other children					
<b>Physical Development</b>	Summary Refines the way they move in the space around them. Adds more detail to shapes and objects created as control increases.						Summary More confident and proficient in their movements and in using objects and equipment. Shows increased control to use a range of tools to create more-complex shapes, objects and writing.					
<b>Literacy Comprehension</b>	Summary Can answer questions about the content of a book and shows an interest in reading by themselves.						Summary Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.					
<b>Literacy Reading</b>	Summary Links phonemes to every letter of the alphabet and beginning to blend them in words.						Summary Beginning to apply knowledge of long vowels in their reading of sentences.					
<b>Literacy Writing</b>	Summary						Summary					

	Sentence structure starts to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.	Composes a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.
<b>Mathematics</b>	Summary Subitises to five. Counts on without starting at 1. Can use more, fewer, less when talking about numbers and quantities. Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.	Summary Uses 10 frames and talks about the arrangements. Starts to estimate. 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. Knows some units of measure.
<b>Understanding of the World</b>	Summary Starts to understand events outside their own timeline. Understands 'different'. Knows that there are different and significant celebrations. Starts to show curiosity and wonder when involved in investigation	Summary Talks about events of personal significance. Starts to understand 'similarity'. Shows some understanding of difference. Identifies some features of personal significance and some features that others find significant. Knows there are locations beyond their own and that these are represented in different ways
<b>Expressive Arts and Design</b>	Summary 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. Pupils are clearly representational, and outcomes have a more easily identifiable purpose.	

	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
<b>Topic</b>	Space						Minibeast					
<b>Story Focus</b>												
<b>Secondary books</b>	ELS BOOKS, people who help us non fiction books, theres a super hero inside my book.						ELS books, The snail and the whale, super worm, sharing a shell,					
<b>Enrichment</b>	Making our own rocket from cardboard, making telescopes, trip to conkers,						Making Ocean in a bottle sensory bottles, Beach day and water fight, Transition, litter picking, Mini beast bop day, making a bug hotel					
<b>Communication and Language</b> <b>Listening Speaking</b>	<p>Summary</p> <p>Begins to express own opinions and justify them.</p> <p>Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>						<p>Early Learning Goal</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking 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.</p> <p>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.</p>					
<b>Personal, Social and Emotional Development</b>	<p>Summary</p> <p>Begins to understand how others might be feeling, to show empathy.</p> <p>Increased confidence and resilience and this can include supporting peers.</p> <p>Starts to understand the needs of other children and their own feelings.</p>						<p>Early Learning Gaol</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>					

		<p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>
<b>Physical Development</b>		<p>Early Learning Goal</p> <p>Negotiates 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> <p>Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Uses a range of small tools, including scissors, paintbrushes, and cutlery. Begins to show accuracy and care when drawing.</p>
<b>Literacy Comprehension</b>	<p>Summary</p> <p>Can answer more-complex questions about books and stories.</p>	<p>Early Learning Goal</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Answers simple vocabulary questions. Beginning to check the text makes sense and self-correct when a mistake is made. Beginning to link what they have read or heard to their own experiences.</p>
<b>Literacy Reading</b>	<p>Summary</p> <p>Reads HFW from Phase 3 letters and sounds.</p>	<p>Early learning Goal</p> <p>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>
<b>Literacy Writing</b>	<p>Summary</p> <p>Writes recognisable letters and words and reads back what has been written.</p> <p>Writes recognisable letters and words and reads back what has been written.</p>	<p>Early learning Goal</p> <p>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.</p>
<b>Mathematics</b>	<p>Summary</p> <p>Orders, identifies, subitises, combines and manipulates numbers to 10</p> <p>Knows 1 more/less than.</p> <p>Recognises mathematical features of some shapes.</p> <p>Starts to explore problems including shape.</p>	<p>Early learning Goal</p> <p>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>

		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.
<b>Understanding of the World</b>	<p>Summary</p> <p>Sequences events using time-specific vocabulary.</p> <p>Identifies some features of personal significance and some features that others find significant.</p> <p>Starts to talk about the passage of time in relation to changes.</p>	<p>Early Learning Goal</p> <p>Talks about the lives around them and their roles in society.</p> <p>Knows some similarities and difference between things in the past and now drawing on their experiences and what they have read in class.</p> <p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Explores the natural world around them , makes observations and draws pictures of animals and plants.</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understands some important processes and changes in the natural world around them, includes the seasons and changing states of matter.</p>
<b>Expressive Arts and Design</b>	<p>Summary</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	