

# Foundation 1 Curriculum Topic Map

## Cycle C




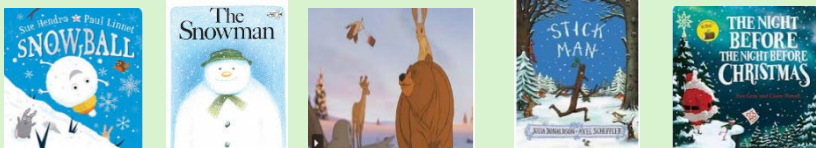
THE PYTHON HILL ACADEMY


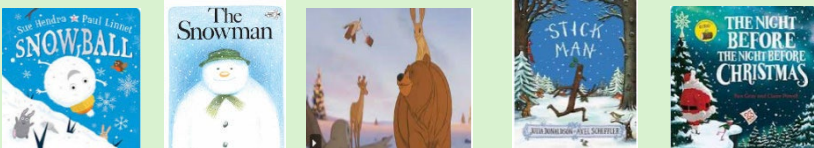
LABOR OMNIA VINCIT



*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	Autumn 2
<b>Topic</b>	<b>Incredible me</b>	<b>Winter</b>
<b>Story Focus Intended texts</b>		
<b>Secondary books</b>	ELS BOOKS/Tradition tales/Elmer/Halloween themed stories	<b>ELS Books/Hovis the Hedgehog/Hannukka books, The best Diwali ever/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, Posting Christmas cards. Walking down to the church to see what it looks like at Christmas
<b>Communication and Language</b>  <b>Listening Speaking</b>	<b>Summary:</b> Recognises a familiar voice. Shows enjoyment when making sounds. Enjoys making noise to communicate. Expands length of response.	<b>Summary:</b> Shows an understanding of simple words in context. Looks at where the sound is coming from. Mimicks intonation.
<b>Personal, Social and Emotional Development</b>	<b>Summary:</b> Beginning to be more aware of themselves. Separates from caregiver and has some ability to self-regulate through transition. 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. Shows awareness of themselves as a person. Shows a very simple understanding of cause and effect. Shows awareness of other people around them.	<b>Summary:</b> 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. Observes other children and adults when they play, cry etc. Developing confidence to play where others are.
<b>Physical Development</b>	<b>Summary:</b> Shows some control over their body. Shows increasing control when moving around. Starts to move smaller equipment with one or two hands. Controls smaller objects with more proficiency.	<b>Summary:</b> Can walk at a speed set by an adult. Participates in tidying up moving something to the correct place. Passes things from one hand to another. Controls their movements by stopping their limbs.
<b>Literacy Comprehension</b>	<b>Summary:</b> Engages with books in some way. Enjoys the experience of sharing a story	<b>Summary:</b> Shows engagement with stories by participating in some way. Shows particular interest in stories or parts of stories.



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<b>Story Focus Intended texts</b>		
<b>Literacy Reading</b>	<p><b>Summary:</b> Engages with songs/rhymes and books in some way. Shows an interest in words, books, print and songs</p>	<p><b>Summary:</b> Begins to engage with literacy resources in their own way. Engages with words, books, print and songs more independently during their play.</p>
<b>Literacy Writing</b>	<p><b>Summary:</b> Children show an interest in writing and watch adults as they write. Children point to the words in a book.</p>	<p><b>Summary:</b> Children can talk about the picture in a book and know it is related to the writing. Mark making with a range of tools.</p>
<b>Mathematics</b>	<p><b>Summary:</b> 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. Notices changes in number of objects/images or sounds in groups of up to 3. Starts to say 'more' when they would like more. Knows what happens at lunchtime. Fits themselves into spaces in the room.</p>	<p><b>Summary:</b> Joins in with number songs and rhymes. Says how old they are and shows the right number of fingers. 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.' 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.</p>
<b>Understanding of the World</b>	<p><b>Summary:</b> Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment. Children know there are different ways to move from one place to another. Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing)</p>	<p><b>Summary:</b> Children show they are noticing changes by pointing to things that are different and acknowledging when things are different. Children look at photographs of themselves and can identify themselves. Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p>
<b>Expressive Arts and Design</b>	<p>Begins to move to music (babbles/makes sounds to simple songs). Listens to music and makes sounds along with the music. With support and guidance is interested in using larger writing tools for larger mark making. Experiences of child's interest.</p>	<p>Moves and interacts to music. Claps with adults to the music. Shows interest in mark marking large and sometimes small scale.</p>

	Spring 1	Spring 2
<b>Topic</b>	<b>Above and Beyond</b>	<b>Ready Steady Grow</b>
<b>Story Focus</b>		
<b>Secondary Books</b>	<b>Chinese New Year theme books/ELS books/Doug the slug in love/</b>	<b>ELS books, cooking books, Jack and the Beanstalk/ Mr Wolfs Pancakes, How to Catch the easter bunny, Were going on a bunny hunt, The Monkey Puzzle,</b>
<b>Enrichment</b>	Library visit, Chinese new year day, Love Day, Superhero day, Owl visit	Visit to Willow Tree Farm, 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>	<p><b>Summary</b>  Responds to sounds around them.  Begins to show signs of awareness of simple requests.  Communicates through simple voice sounds.  Communicates through gestures and sounds.</p>	<p><b>Summary</b>  Starts to listen to adults around them and will respond to very simple requests, usually on their own terms.  More likely to listen to and respond to a simple request or instruction.  Starts to understand more of the 'F1-specific' vocabulary  Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.</p>
<b>Personal, Social and Emotional Development</b>	<p><b>Summary</b>  Gaining confidence in engaging with others.  Gaining confidence and enjoys exploring the setting.  Becomes more settled and responds to some boundaries.  Begins to show more confidence within the settings and becomes more independent when using resources.  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.</p>	<p><b>Summary</b>  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.  Forms an attachment with an adult in the setting.  Plays alongside other children.  Shows more independence and more confidence to make choices for themselves.</p>
<b>Physical Development</b>	<p><b>Summary</b>  Controls their movements by stopping their limbs.  Uses equipment to move things like water.</p>	<p><b>Summary</b>  Makes marks using crayons.  Uses a range of tools and equipment.</p>
<b>Literacy Comprehension</b>	<p><b>Summary</b>  Beginning to make links between what they can hear and what they can see.  Begins to understand that print/words carry meaning.</p>	<p><b>Summary</b>  Likes to read a book with an adult.  Will talk about the pictures and what is happening.</p>

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<b>Story Focus</b>		
<b>Literacy Reading</b>	<p><b>Summary</b> Engages with words, books, print and songs more independently during their play Pays close attention to stories and rhymes when prompted.</p>	<p><b>Summary</b> Listens intently most of the time and shows some listening skills. Identifies environmental sounds and can copy/repeat some.</p>
<b>Literacy Writing</b>	<p><b>Summary</b> Mark making inside and outside. Shows more control in a range of tools.</p>	<p><b>Summary</b> Mark making and drawing with a range of tools and equipment. Can say what their marks mean.</p>
<b>Mathematics</b>	<p><b>Summary</b> Identifies when a group has 1 item. Points in sequence to a number of objects. Counts as part of play. Says some counting words randomly. Shows some awareness that some shapes will fit and some won't. Can find the bigger, smaller etc when asked.</p>	<p><b>Summary</b> 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 rhythmically and can count in songs and rhymes. Starts to use number comparison language. 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.</p>
<b>Understanding of the World</b>	<p><b>Summary</b> Children start to see when things are the same and show a curiosity when things are the same. Children talk about their own family. Uses all their senses in hands-on exploration of natural materials.</p>	<p><b>Summary</b> Children start to explore the environment around them. Children start to be curious about the people around them. They show interest in characters in stories and also people in school Children notice differences in story books etc.</p>
<b>Expressive Arts and Design</b>	<p><b>Summary</b> 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.</p>	



	Summer 1	Summer 2
<b>Topic</b>	What a wonderful place to live	Curious Creatures
<b>Story Focus</b>		
<b>Enrichment</b>	<b>Secondary books</b>	ELS BOOKS, More of the Percy series/ non fiction books about looking after our world/Fairytales set in the forest
<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>	<p><b>Summary</b>  Responds to sounds around them.  Begins to show signs of awareness of simple requests.  Communicates through simple voice sounds.  Communicates through gestures and sounds.</p>	<p><b>Summary</b>  Starts to listen to adults around them and will respond to very simple requests, usually on their own terms.  More likely to listen to and respond to a simple request or instruction.  Starts to understand more of the 'F1-specific' vocabulary  Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.</p>
<b>Listening Speaking</b>		
<b>Personal, Social and Emotional Development</b>	<p><b>Summary</b>  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. Is able to make simple choices.  Starts to comply with the boundaries of school knowing there are rules.  Shows an awareness of how their choices may effect and involve others around them.  Seeks out adults for specific help. Begins to accept the needs of others.  Starts to 'dip' into others' play.  Shows more awareness of others in the setting and starts to interact during play.</p>	<p><b>Summary</b>  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.  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. Showing independence in their choices.  Shows interest in other children's play and may start to observe with interest and join in the game.  Joins in with others' play.</p>
<b>Physical Development</b>	<p><b>Summary</b>  Starts to control the body to work with others.  Shows increasing development of control over trickier tools, e.g. a flag, a spade.  Starts to recognise the changes they can make using tools and equipment.  Shows more fine motor control with tools.</p>	<p><b>Summary</b>  Shows good control in large movements like changing direction when running.  Begins to control smaller tools.  Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.  Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.</p>
<b>Literacy Comprehension</b>	<p><b>Summary</b>  Knows where to find the story on the page.  Can identify some signage in the classroom.</p>	<p><b>Summary</b>  Can talk about the characters in a story.  Can talk about the story events in simple terms</p>

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<b>Story Focus</b>		
<b>Literacy Reading</b>	<p><b>Summary</b>          Explores different ways of making sounds with their bodies, sings songs and rhymes independently.          Hears initial sound phonemes and applies knowledge to alliteration.</p>	<p><b>Summary</b>          Explores and creates sound words. Claps syllables in words.          Reads some meaningful key words and can orally segment and blend words.</p>
<b>Literacy Writing</b>	<p><b>Summary</b>          Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.          Can copy with increasing control.</p>	<p><b>Summary</b>          Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.          Writes their name and identifies their name.</p>
<b>Mathematics</b>	<p><b>Summary</b>          Subitises and counts to 3.          Notices the last number said when counting.          Enjoys counting as far as they can and uses numbers in their play.          Can say what number comes next when counting and singing number songs.          Sorts using simple criteria.          Starts to identify simple patterns.</p>	<p><b>Summary</b>          Counts up to five and is starting to understand cardinal principle.          Uses number in play. Can identify numerals to 5.          Can use "more than" to identify different groups.          Can identify when two groups have the same number.          Makes simple comparisons.          Starts to use simple shape names.</p>
<b>Understanding of the World</b>	<p><b>Summary</b>          Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.          Makes connections between the features of their family and other families.          Children start to notice when things have changes with support from an adult.</p>	<p><b>Summary</b>          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.          Knows simple features of their own environment.          Children start to understand they can influence their environment and make changes to the space around them.</p>
<b>Expressive Arts and Design</b>	<p><b>Summary</b>          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. E.g. this is like a mouse.          Shows a preference for types and methods of expression 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 exploration of colour and changes.</p>	