











Hopton Primary School – Foundation 1 Curriculum Map- 2 Year cycle

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Journeys</p> 	<p>It's a celebration/ Autumn</p> 	<p>Winter/ polar regions</p> 	<p>Spring / Growing and change</p> 	<p>Jungle animals</p> 	<p>Seaside / summer</p> 
Curricular goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.	The importance of rules and laws , Our pupils are taught to respect the rules in place through different religions.	Individual liberty Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	Democracy Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.
Memorable Experience	Coming to school-meeting new friends	Have a party-Christmas/ Diwali	Playing in the snow	Planting seeds	Visit a zoo Making animals from clay	Visit the beach – bring in photos of beaches they have visited?
Innovate Challenge	Make a musical instrument	Put on a show	Freeing animals from the 'frozen lake'	Looking after a plant	Writing invitations	Writing postcards

<p>Communication and Language</p>	<p>Listen to simple stories and understand what is happening with the help of the pictures. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>Understand simple questions about 'who', 'what', and 'where'. Identify familiar objects and properties when described.</p>	<p>Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' Understand how to listen. Enjoy listening to longer stories.</p>	<p>Talk about familiar books. Start a conversation with an adult or friend and continue for many turns.</p>	<p>Use a wider range of vocabulary. Use talk to organise their play. Can remember what has happened from a longer story.</p>	<p>Understand why questions. Sing a large repertoire of songs. Can speak in sentences of 4-6 words. Using some past/future tense. Begin to develop active listening.</p>
<p>PSED</p>	<ul style="list-style-type: none"> -Begin to develop friendships with other children within the setting. -Select and use activities and resources, with help when needed from an adult 	<ul style="list-style-type: none"> -Be increasingly able to talk about and manage their feelings and emotions -Begin to follow rules and instructions 	<ul style="list-style-type: none"> --Select and use activities and resources Show more confidence in new social situations -Play with one or more children, extending and elaborating play ideas 	<ul style="list-style-type: none"> -Understand why rules are important -Begin to talk about their feelings -Develop their sense of responsibility and membership of a community 	<ul style="list-style-type: none"> -Begin to understand how others may be feeling -Remember rules without an adult to remind them 	<ul style="list-style-type: none"> -Can play alongside others within the environment -Can express their feelings - Consider the feelings of others
<p>Physical Development</p>	<ul style="list-style-type: none"> -Go up and down steps using alternate feet -Encourage children to dress and undress independently -Start eating independently and 	<ul style="list-style-type: none"> - Learn to use the toilet with help - Develop movement: balancing, skipping, jumping -Use large-muscle movements 	<ul style="list-style-type: none"> -Start to match their developing physical skills to tasks and activities in the setting -Start to use a comfortable grip when holding pens and pencils 	<ul style="list-style-type: none"> -Start taking part in group activities which they make up for themselves, or in teams - Increasingly be able to use and remember 	<ul style="list-style-type: none"> -Show a preference for a dominant hand -Choose the right resources to carry out their own plan -Eat using a knife a fork 	<ul style="list-style-type: none"> -Use the toilet independently -Use one handed tools and equipment - Use a comfortable grip when holding pens and pencils

	learning how to use a knife and a fork	-Begin to develop ball skills	-Start to open packets and wrappers	sequences and patterns of movement	- match their developing physical skills to tasks and activities in the setting	-Can open packets and wrappers - Continue to develop movement
Phonics	Discrimination of sounds – phase 1 phonics – Environmental & instrumental sounds	Discrimination of sounds – phase 1 phonics- Body percussion	Discrimination of sounds – phase 1 phonics- Rhythm and Rhyme	Discrimination of sounds – phase 1 phonics- Alliteration	Discrimination of sounds – phase 1 phonics- Voice sounds	Discrimination of sounds – phase 1 phonics Phase 2 some initial sounds- Oral segmenting and blending
Mathematics	Number 0, 1, 2 and 3 Matching number to amounts Counting forward and backwards. Recite numbers to 5	Positional language Numbers 0-5 Size ordering Subitise numbers to 3. Writing numbers	Showing amounts using fingers Counting Patterns	Matching amounts to numbers to 5 (HA) Number songs Lengths / size	Number songs Size order Sorting hoops 2D and 3D shapes More than / less than	Counting to 10 and back Lighthouse keepers number game Matching numbers to dots- i.e dice
Understanding the World	Autumn Natural resources Families	Celebrations- different religions Diwali Guy Fawkes Winter	Seasonal changes Ice investigation? ICT- Can you build a snowman Chinese New Year	Spring Life cycles Easter – Christian story	Jungle animal habitats Eid	Summer Holidays Floating and sinking – forces Looking at other countries- places visited
Expressive Arts & Design	Bear caves Caves- torches- shadows Drawing themselves and their families	Making Divas Firework pictures – teabags Colour mixing Clay hedgehogs	Colour mixing Cold colour collage Creating music with instruments	Symmetrical patterns- butterflies Mother’s day cards Singing seasonal songs Paper plate bird Create play using small insects	Collage animals – team work Making giraffes Father’s day cards Eid cards	Making a lighthouse Observational drawing of shells Moveable collages Create play using sea creatures
Key texts	-Pete the cat- shoes	- Can’t you sleep little bear - Peppers Diwali	- Snowy day - The mitten - Lost and found	- Jaspers Beanstalk. - One tiny seed	- The tiger who came to tea - Giraffes can’t dance	- Train ride - Lighthouse keepers lunch

	-Goldilocks and the three bears. - Whatever next. - Going on a bear hunt - Three little pigs - Leaf man - Cyril the cloud	- Dipals Diwali - Percy the park keeper - Owl babies	- Swim polar bear swim! - The runaway wok - Snowflakes	- Tiny tales with big endings - Crunching munching caterpillar	- Ringo the flamingo - The lion and the mouse. - Dear zoo	- Lucy and Tom at the seaside - Barry the fish with 5 fingers - Mummy's suitcase
Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	As above	As above	Winter/ Feelings 	Mini-beasts / Spring 	Farm Animals 	Summer / I am me 
Curricular goals			Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values			Individual liberty Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	Democracy Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.
Memorable Experience			Trip to the local library	Plant straw flower seeds	Trip to the farm Making bread	Trip to the fire station
Innovate Challenge			Create a handprint rainbow- caring for others	Make a cress head mini beast	Building bridges	Make a sandwich
Communication and Language			-Understand a question or instruction that has two parts, such as: 'get	-Talk about familiar books -Start a conversation with and adult or friend	-Use a wider range of vocabulary -Use talk to organise their play	-Understand why questions -Sing a large repertoire of songs

			<p>your coat and wait at the door.'</p> <ul style="list-style-type: none"> -Understand how to listen -Enjoy listening to longer stories 	<p>and continue for many turns</p>	<ul style="list-style-type: none"> -Can remember what has happened from a longer story 	<ul style="list-style-type: none"> -Can speak in sentences of 4-6 words -Using some past/future tense -Begin to develop active listening
PSED			<ul style="list-style-type: none"> --Select and use activities and resources Show more confidence in new social situations -Play with one or more children, extending and elaborating play ideas 	<ul style="list-style-type: none"> -Understand why rules are important -Begin to talk about their feelings -Develop their sense of responsibility and membership of a community - Healthy food / choices 	<ul style="list-style-type: none"> -Begin to understand how others may be feeling -Remember rules without an adult to remind them 	<ul style="list-style-type: none"> -Can play alongside others within the environment -Can express their feelings - Consider the feelings of others
Physical Development			<ul style="list-style-type: none"> -Start to match their developing physical skills to tasks and activities in the setting -Start to use a comfortable grip when holding pens and pencils -Start to open packets and wrappers 	<ul style="list-style-type: none"> -Start taking part in group activities which they make up for themselves, or in teams - Increasingly be able to use and remember sequences and patterns of movement 	<ul style="list-style-type: none"> -Show a preference for a dominant hand -Choose the right resources to carry out their own plan -Eat using a knife a fork - match their developing physical skills to tasks and activities in the setting 	<ul style="list-style-type: none"> -Use the toilet independently -Use one handed tools and equipment - Use a comfortable grip when holding pens and pencils -Can open packets and wrappers - Continue to develop movement - Oral health- teeth brushing

Phonics			Discrimination of sounds – phase 1 phonics- Rhythm and Rhyme	Discrimination of sounds – phase 1 phonics- Alliteration	Discrimination of sounds – phase 1 phonics- Voice sounds	Discrimination of sounds – phase 1 phonics Phase 2 some initial sounds- Oral segmenting and blending
Mathematics			Numbers 0-5 Sharing between 2/3 More/ less Patterns	Patterns Time related words- before, after etc.	Comparisons between size, weight – more than/ less than Repeating patterns Positional language	2D and 3D Shapes Recognising numbers to 5 and above (HA)
Understanding the World			How things work – wind- up toys, pulleys, pegs Solid- liquid change Chinese new year	Spring Caring for plants Life cycles Looking at mini-beasts and their habitats	Floating and sinking – forces Eid Looking at other countries	Summer Occupations - community Positive attitudes about differences between people Languages of other countries
Expressive Arts & Design			Songs- dances Making toy boxes Paint pictures to make someone happy. Making snow pictures Creating music with instruments	Building ‘bug hotels’ Observational drawings – plants/ bugs Create play using small insects	Paper Mache animals Building bridges	Role play – occupations Create play using characters
Key texts			- If you give mouse a cookie - Tiddler. - Commotion in the Ocean. - Where’s spot? - Peace at last - Kippers toy box	- The bad tempered ladybird - The hungry caterpillar - Superworm - Arrgh spider - In the tall, tall grass - Bugs, bugs, bugs - Oliver’s vegetables	- Farmer duck - Oliver’s vegetables - Three billy goats gruff - The little red hen - The enormous turnip - The wolfs pancakes - Dora’s egg	- Handa’s surprise - Anna Hibiscus – double trouble - Elmer - So much

Familiar Texts		Familiar Songs	
Cycle 1	Cycle 2	Cycle 1	Cycle 2
Guess how much I love you	Room on the Broom	Round & Round the garden	Grand old Duke of York
Dear zoo	The very quiet cricket	Head, shoulders, knees & toes	Polly had a dolly
Each peach pear plum	The hungry caterpillar	Old Macdonald	Hey diddle, diddle
We're going on a bear hunt	Each peach pear plum	Wheels on the bus	1,2,3,4,5 once I caught a fish
Three little pigs	Elmer	5 Little Speckled frogs	5 Currant buns
Stickman	I want my hat back	Twinkle, Twinkle Little star	Little Bo Peep
Percy the park keeper	Sharing a shell	Wind the Bobbin Up	Mary, Mary quite contrary
Gruffalos child	Three little pigs	5 little men in a flying saucer	Down in the Jungle
Jack and the beanstalk	Owl babies	Baa, Baa black sheep	5 little monkeys jumping on a bed
Rumble in the jungle	Sally and the limpet	Humpty Dumpty	Sleeping bunnies
Magic beach	Superworm	Incy, wincy spider	10 in a bed
Tiddler	Giraffes can't dance	Horsie, horsie don't you stop	Hickory Dickory Dock
Information books- topic related	Matty's curly wurly tail	Dingle dangle scarecrow	Row, row, row your boat
	Information books- topic related	If you're happy and you know it	I'm a little a teapot