

Braywood CE First School
Curriculum map for Foundation Introductory Work Term 1

INTENT - Marvellous Me!

All about me, me and my family, farms and farm animals, Harvest, Autumn, Diwali, Bonfire night, Remembrance, disabilities, St Andrews Day, Christmas and Nativity, Money.

Be Safe

School Experience
 Exploring our new surroundings
 Using equipment safely

Cookery
 Skills and Preparation
 Bread
 Fruit kebab

Enjoy and Achieve

Literacy
 Read Write Inc.
 All about Me

Maths
 Counting, Seasons

Topic Assignment



Marvellous Me!

Expressive Art and Design
 Construction
 Junk modelling
 Playdough

ICT
 Internet safety
 How to use equipment safely

Be Healthy

Physical Education
 How to use equipment safely
 Co-ordination
 Fine and Gross motor skills

Understanding the World
 Farm Animals

Communication and Language
 Marvellous Me Bag
 (Show and tell/Brain Builder)

Achieve Economic Well-being

Citizenship
 Classroom rules and routines
 Meeting Year 4 buddies
 Harvest Festival
 Mums and Dads into School
 Autumn

 Saving money to give to Harvest

Make a Positive Contribution

PSHE
 New Beginnings (SEAL)
 Making friends
 Being kind and playing nicely

Religious Education
 Creation – Animals
 Diwali
 Open the Book

Music
 Music unit - Exploring sounds and instruments

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER ETC

Marvellous Me!			Foundation Stage
	Literacy, Communication and Language	Mathematics	Understanding the World
	<ul style="list-style-type: none"> Recognising and continuing rhyming strings Listening to and showing interest in books & illustrations, handling books correctly and with care Recognising familiar words & extending vocabulary Hearing and saying initial sounds in words Writes name Listening and following instructions Understanding the use of different objects Promoting language in role play situations 	<ul style="list-style-type: none"> Recognises numerals 1 to 5, recites numbers in order to 10, says the number that is 1 more than a given number, counts out up to 6 objects from a larger group, finds the total number of items in 2 groups by counting all of them, uses the language of 'more' and 'fewer' to compare 2 sets of objects Uses positional language 	<ul style="list-style-type: none"> Showing interest in and talking about Familiar people & significant events Identifying the similarities and differences between themselves and others Use everyday language to talk about size time – Seasons.

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
Personal, Social & Emotional Development	Beginning	Secure	Mastery
<ul style="list-style-type: none"> Using the environment confidently, asking for help when needed Welcoming responsibility and praise Gaining an awareness of expected behaviour Interacting with others confidently and co-operatively, acknowledging & responding to their needs and feeling 	Requires support to access resources. Shows basic understanding of class rules.	Needs encouragement to access resources. Shows an understanding of class rules.	Independently gathers resources from around the classroom. Seeking help if required. Understands & follows class rules.
Physical Development			
<ul style="list-style-type: none"> Negotiating space and controlling gross-motor movements Using tools and construction materials safely with increasing control Holding writing tools using tripod grip Managing basic hygiene and safety needs 	Able to hold a pencil and make letter like shapes	Uses modified tripod grip. Is able to form basic recognisable letters.	Uses correct pencil grip and forms letters well.
Expressive Arts & Design			
<ul style="list-style-type: none"> Joining in with songs, dances and games Using construction materials & tools safely & appropriately Playing co-operatively alongside other children who are engaged in the same theme/activity. Playing out narratives with others, using resources to expand the game/activity 	Seeks help to select appropriate tools, objects, building and malleable materials.	Uses various building materials Selects and uses various tools, objects, building and malleable materials.	Handles tools, objects, building and malleable materials safely and with increasing control
ICT			
<ul style="list-style-type: none"> Operating simple technology such as toys Understanding that information can be retrieved from computers 	Seeks help when turning on ICT equipment.	Has basic skills – can turn on ICT equipment independently.	Uses ICT to perform more complex functions.

**Braywood CE First School
Curriculum map for Foundation Term 2**

INTENT - Fun on the Farm

Autumn, Diwali, Bonfire night, Remembrance, disabilities, St Andrew's Day, Christmas and Nativity, Money.

Be Safe

School Experience
Exploring our new surroundings
Using equipment safely

Cookery
Skills and Preparation
Goats cheese pizza
Gingerbread Man

Enjoy and Achieve

Literacy
Read Write Inc.
Big Write – Trouble on the Farm
The 3 Billy Goats Gruff

Maths
Counting, 1 more/less, Ordering

Topic Assignment



Be Healthy

Physical Education
Co-ordination
Fine and Gross motor skills
Spatial Awareness
Using hoops

Understanding the World
Farm Animals
Diwali

Communication and Language
The Adventures of Flat Stanley
(Show and tell/Brain Builder)

Achieve Economic Well-being

Citizenship
Diwali
Bonfire night
Remembrance Day
St Andrew's Day
Christmas Fair

Saving money for the needy at Christmas and attend the Nativity concert

Fun on the Farm

Expressive Art, Design and Music
Construction
Junk modelling
Playdough
Music unit - Exploring sounds and instruments

ICT
Interact white Boards
How to use equipment safely, inc. Computers

Make a Positive Contribution

PSHE
Getting on and falling out (SEAL)
Making friends
Being kind and playing nicely

Religious Education
Creation-God
Nativity
Open the Book
Birthday of Guru Nanak
Hanukah

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER

Fun on the Farm			Foundation Stage
	Literacy, Communication and Language	Mathematics	Understanding the World
	<ul style="list-style-type: none"> Joining in with rhymes and stories Understanding that print carries meaning and that information can be found in books / ICT Giving meaning to mark making Linking sounds to letters, naming and sounding the letters of the alphabet Listening to and joining in with rhymes and stories Maintaining attention for appropriate time span Understanding humour, why/how questions and two-part instructions Using complex language with increasing accuracy 	<ul style="list-style-type: none"> Counts objects to 10, selects the correct numeral to represent them, finds 1 more/less from a group of up to 10 objects, estimates how many objects they can see & checks by counting Orders 2 or 3 items by length, height, weight or capacity Beginning to use mathematical names for 2D/3D shapes & terms to describe them Beginning to use everyday language related to money. 	<ul style="list-style-type: none"> Joining in and talking about special events and customs Talking about the similarities and differences between themselves and others

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
Personal, Social & Emotional Development	Beginning	Secure	Mastery
<ul style="list-style-type: none"> Being more outgoing towards unfamiliar people and situations Working together as a group Extending play by responding to other people's ideas 	Responds positively to a variety of familiar adults. Shows affection towards other children & younger siblings.	Forms a special friendship with another child	Is more outgoing towards strangers & more confident in new social situations, although may be anxious at first
Physical Development			
<ul style="list-style-type: none"> Moving freely, confidently, experimenting with different ways of moving. Making large and small movements with good balance, control and co-ordination. Forming recognisable letters Dressing independently including fastenings 	Takes off loose shirt when undone. Unzips coat. Can undo Velcro fasteners.	Pulls up trousers & zips already matched up. Can undo some buttons. Puts arms into open coat when held up	Hangs up own coat Buttons up clothes. Dresses independently.
Expressive Arts & design			
<ul style="list-style-type: none"> Moving rhythmically in response to music and feelings Building up a repertoire of songs and dances Exploring and mixing colours and textures Joining lines to create representations of people and objects 	Moves randomly to music.	Moves correctly to some beats.	Adjusts movement according to musical beat. Able to talk about how music makes them feel
ICT			
<ul style="list-style-type: none"> Operating simple technology such as toys Understanding that information can be retrieved from computers 	Seeks help when turning on ICT equipment.	Has basic independent skills e.g. turn on ICT	Uses ICT to perform more complex functions as required.

**Braywood CE First School
Curriculum map for Foundation Term 3**

IMPACT - What hat shall I wear?

New year, New beginnings, targets, Winter, Healthy eating, breakfast and Buttercup, Shops, colours and the rainbow, healthy living, exercise, the body, Chinese New Year, Pancake day, Lent

<p align="center">Be Safe</p> <p align="center">School Experience Using equipment safely Healthy Living</p> <p align="center">Cookery Skills and Preparation Stuffed peppers/salad – Healthy eating</p>	<p align="center">Enjoy and Achieve</p> <p align="center">Literacy Read Write Inc. Big Write – Hetty’s Hat Shop</p> <p align="center">Maths Ordering numbers, coins & money</p> <p align="center">Topic Assignment</p> <p align="center"></p> <p align="center">What hat shall I wear?</p>	<p align="center">Be Healthy</p> <p align="center">Physical Education Co-ordination Fine and Gross motor skills Ball skills</p> <p align="center">Understanding the World Healthy Living – Our Body Colour/Light Refraction</p> <p align="center">Communication and Language What Hat will I wear when I grow up? (Show and tell/Brain Builder)</p>
<p align="center">Achieve Economic Well-being</p> <p align="center">Citizenship Chinese New Year Pancake Day Lent Winter</p>	<p align="center">Expressive Art and Design / Music Construction Designing a hat Playdough Music unit - Exploring sounds and instruments</p> <p align="center">ICT Interact white Boards How to use equipment safely, inc. Computers</p>	<p align="center">Make a Positive Contribution</p> <p align="center">PSHE Going for Goals (SEAL) Making friends Being kind and playing nicely</p> <p align="center">Religious Education Epiphany Stories about the adult Jesus Open the Book</p>

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER

What hat shall I wear?			Foundation Stage
	Literacy, Communication and Language <ul style="list-style-type: none"> Developing an awareness of the way stories are structured Listening to a range of stories with increasing attention recall Understanding that in English print is read from left to right and top to bottom Responding to stories with relevant comments & anticipating key events and listening attentively & responding to ideas Introducing storyline narrative into role-play games Understanding prepositions Enhancing language through the use of tenses, intonation, rhythm and phrasing 	Mathematics <ul style="list-style-type: none"> In practical activities & discussion, beginning to use the vocabulary involved in adding and subtracting Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Measures short periods of time in simple ways 	Understanding the World <ul style="list-style-type: none"> Exploring different occupations and ways of life Understanding, with sensitivity, that others don't always enjoy the same things Use everyday language to talk about size time – Seasons. Selecting construction resources to build, balance and make enclosures

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
Personal, Social & Emotional Development	Beginning	Secure	Mastery
<ul style="list-style-type: none"> Learning to confidently voice needs, interests and opinions Learning to try new activities and deal with changes in routine Thinking positively about ourselves and our abilities Talking about how they & others show feelings, taking account of other's feelings and taking steps to resolve conflict. 	Shows concern towards others who are upset i.e. offers pats arm or back, offers cuddle etc.	Is sometimes stubborn or negative and reacts with annoyance to frustration	Understands that own actions affect other people i.e. becomes upset or tries to comfort another child when they realise they have upset them
Physical Development <ul style="list-style-type: none"> Using climbing, balancing and jumping apparatus safely and confidently Forming recognisable letters using the correct formation Gaining understanding of good health and safety practices 	Climbs and uses climbing equipment when an adult is nearby.	Can jump forward about 60 cm (2 feet).	Confidently uses climbing equipment without needing encouragement.
Expressive Arts & design <ul style="list-style-type: none"> Recreating simple repeated rhythms Exploring music, dance & movement; experimenting with how they can be changed & how they can be used as a form of expression Joining, shaping and assembling different materials 	Attempts to copy an adults simple repeating rhythm.	Able to copy an adults simple repeating rhythm.	Produces a simple repeating rhythm independently.
ICT <ul style="list-style-type: none"> Complete a simple program on a computer using age-appropriate software. Children recognise that technology is in the home and school and can select and use technology for particular purposes. 	Turns on a computer with support. Needs adult help to complete a simple program.	Turns on a computer. Able to complete a simple program with encouragement.	Turns on a computer and completes a simple program independently.

**Braywood CE First School
Curriculum map for Foundation Term 4**

INTENT - The Mysterious Egg?

St. David's Day, internet safety, Mother's Day, St. Patrick's Day, eggs, dinosaurs, Easter.

<p align="center">Be Safe</p> <p align="center">School Experience Using equipment safely</p> <p align="center">Cookery Skills and Preparation Easter Cakes Tomb Biscuits</p>	<p align="center">Enjoy and Achieve</p> <p align="center">Literacy Read Write Inc. Big Write – The Mystery Egg World Book Day</p> <p align="center">Maths Odd & even numbers, time</p> <p align="center">Topic Assignment </p> <p align="center">The Mysterious Egg?</p>	<p align="center">Be Healthy</p> <p align="center">Physical Education Co-ordination Trim Trail Climbing</p> <p align="center">Understanding the World Past and Present Dinosaurs/Creatures that hatch from eggs (CL)</p> <p align="center">Communication and Language My Favourite Book (Show and tell/Brain Builder)</p>
<p align="center">Achieve Economic Well-being</p> <p align="center">Citizenship St. David's Day Mothering Sunday Easter Music Concert and collection Spring Ducklings</p>	<p align="center">Expressive Art and Design Construction Singing Playdough</p> <p align="center">Music Music unit - Exploring sounds and instruments</p> <p align="center">ICT IWB Beebots</p>	<p align="center">Make a Positive Contribution</p> <p align="center">PSHE Feels good to be me (SEAL) Making friends Being kind and playing nicely</p> <p align="center">Religious Education Stories about the adult Jesus Open the Book Easter</p>

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER

The Mysterious Egg			Foundation Stage
	Literacy, Communication and Language <ul style="list-style-type: none"> Describing main story settings, character's, & events demonstrating an understanding of what has been said Breaking the flow of speech into words and writing sentences that match those spoken sounds. Segmenting sounds in simple words & blending them together, using identifiable letters to represent them Understanding and responding to complex instructions Answering who, what, when & how questions in response to events & stories and showing awareness of listeners needs Using past, present & future forms correctly Using language to connect ideas or events 	Mathematics <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place numbers in order. Say which number is 1 more or less than a given number Compares two groups of objects, saying when they have the same number. Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same. Use everyday language to talk about size time – Seasons. 	Understanding the World <ul style="list-style-type: none"> Asking questions and talking about the natural world Showing care and concern for living things

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
	Beginning	Secure	Mastery
Personal, Social & Emotional Development <ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals if applicable 			
Physical Development <ul style="list-style-type: none"> Showing increasing control when playing with small PE equipment Observing the effects of physical activity 	Attempts to kick a large ball. Attempts to throw balls in a given direction.	Can to kick a large ball, but often misses. Catches a ball thrown into two arms	Throws a ball with intended direction. Catches a ball in cupped hands.
Expressive Arts & design <ul style="list-style-type: none"> Manipulating and combining different materials to create a planned effect Constructing with a purpose in mind, selecting appropriate resources and adapting work when necessary Exploring a variety of materials, tools & techniques & using them safely Experimenting with colour, design, texture, form & function 	Requires support to access resources. Struggles with scissor control.	Needs encouragement to access the appropriate resources.	Independently gathers appropriate resources from around the classroom. Excellent scissor control.
ICT <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology. 	Requires support to select and use the appropriate technology for the task.	Needs encouragement to access the appropriate technology for the task. Able to use it.	Independently gathers appropriate and uses the appropriate technology for the task.

**Braywood CE First School
Curriculum map for Foundation Term 5**

INTENT - Exploring our World!

Changes, St. Georges Day, dragons, plants and life-cycle, mini-beasts, maps and directions, textures

<p align="center">Be Safe</p> <p align="center">School Experience Using equipment safely</p> <p align="center">Cookery Skills and Preparation Cupcakes/biscuits</p>	<p align="center">Enjoy and Achieve</p> <p align="center">Literacy Read Write Inc. Big Write – Lost in the Garden</p> <p align="center">Maths Number sentences, shapes</p> <p align="center">Topic Assignment</p> <p align="center"></p> <p align="center">Exploring our World</p>	<p align="center">Be Healthy</p> <p align="center">Physical Education Co-ordination Ball Skills</p> <p align="center">Understanding the World Plants Mini- beasts</p> <p align="center">Communication and Language What’s inside MY egg!!! (Show and tell/Brain Builder)</p>
<p align="center">Achieve Economic Well-being</p> <p align="center">Citizenship St. George’s Day Summer Fair Summer</p>	<p align="center">Expressive Art and Design</p> <p align="center">Music Music unit - Exploring sounds and instruments</p> <p align="center">ICT IWB Computers Beebots</p>	<p align="center">Make a Positive Contribution</p> <p align="center">PSHE Relationships (SEAL) Changes (SEAL)</p> <p align="center">Religious Education What can we learn from Stories Open the Book</p>

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER

Exploring our World			Foundation Stage
	Literacy, Communication and Language	Mathematics	Understanding the World
	<ul style="list-style-type: none"> Suggesting how a story might end Using vocabulary that is influenced by books Using phonic knowledge to read and write simple sentences that include some common irregular words Producing writing that can be read by others Revisiting areas that need consolidating. Exceeding Goals if applicable 	<ul style="list-style-type: none"> Using quantities & objects, they add & subtract 2 single-digit numbers & count on/back to find the answer Solve problems, including doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, time, distance, position or money to compare quantities & objects & to solve problems. They explore characteristics of everyday objects or shapes & use mathematical language to describe them 	<ul style="list-style-type: none"> Talking about why things happen and how things work Exploring & discussing similarities, differences, patterns and change (eg growth and decay) in relations to the natural world Selecting and using technology for specific purposes Use everyday language to talk about size time – Seasons.

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
	Beginning	Secure	Mastery
Personal, Social & Emotional Development <ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals if applicable 			
Physical Development <ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals if applicable 			
Expressive Arts & design <ul style="list-style-type: none"> Making up simple songs and rhythms Imitating how adults behave Developing a preference for different forms of expression and ways to represent their own ideas Using media and materials in original 			
ICT <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 			

**Braywood CE First School
Curriculum map for Foundation Term 6**

INTENT - Child Initiated Topics

Technology, occupations, Father's Day, Summer, Sea and beaches, capacity, float or sink, recycling, Braywick, Eid, transitions.

<p align="center">Be Safe</p> <p align="center">School Experience <i>Using equipment safely</i></p> <p align="center">Cookery Skills and Preparation</p>	<p align="center">Enjoy and Achieve</p> <p align="center">Literacy Read Write Inc. Big Write – Lost in the Garden</p> <p align="center">Maths Number sentences, shapes, capacity</p> <p align="center">Topic Assignment</p>  <p align="center">Child Initiated Topics!</p>	<p align="center">Be Healthy</p> <p align="center">Physical Education Sport's Day</p> <p align="center">Understanding the World Plants Mini- beasts Recycling</p> <p align="center">Communication and Language Mini Beast fact (Show and tell/Brain Builder) What I have enjoyed in FS and am looking forward to in year one.</p>
<p align="center">Achieve Economic Well-being</p> <p align="center">Citizenship Father's Day Sport's Day Transition to Year 1</p>	<p align="center">Expressive Art, Design & Music Music unit - Exploring sounds and instruments</p> <p align="center">ICT IWB Computers Beebots</p>	<p align="center">Make a Positive Contribution</p> <p align="center">PSHE Saying No to Bullying (SEAL) Changes (SEAL)</p> <p align="center">Religious Education Special Places – What makes them so Open the Book Eid</p>

CONTINUOUS PROVISION TO INCLUDE SAND AND WATER

Child Initiated Topics			Foundation Stage
	Literacy, Communication and Language	Mathematics	Understanding the World
	<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals/NC if applicable 	<ul style="list-style-type: none"> Begins to identify own mathematical problems based on own interests and fascinations. Use everyday language to talk about size, weight, capacity, time, distance, position or money to compare quantities & objects & to solve problems. Revisiting areas that need consolidating. Exceeding Goals/NC if applicable 	<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals/NC Science if applicable

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
	Beginning	Secure	Mastery
Personal, Social & Emotional Development			
<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals if applicable 			
Physical Development			
<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals/NC if applicable 			
Expressive Arts & design			
<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals if applicable 			
ICT			
<ul style="list-style-type: none"> Revisiting areas that need consolidating. Exceeding Goals/NC if applicable 			

Additional Notes