



Downsway Primary School Foundation Stage Curriculum Map




Term and Topic Focus	Autumn Term 1: Marvellous Me	Autumn Term 2: Let's Celebrate	Spring Term 1: Are we nearly there yet?	Spring Term 2: Terrific Tales	Summer Term 1: Yo Ho Ho!	Summer Term 2: Amazing Animals
Focus Season	Autumn	Winter	Spring		Summer	
Main Themes	<ul style="list-style-type: none"> Settling in to school Learning about ourselves and families Celebrating difference Senses 	<ul style="list-style-type: none"> Celebrations and cultures from around the world 	<ul style="list-style-type: none"> Journeys in our local area and around the world Vehicles 	<ul style="list-style-type: none"> Comparing different stories Developing storytelling language Growing 	<ul style="list-style-type: none"> Journeys Map skills Seaside Oceans 	<ul style="list-style-type: none"> Living Things linking to habitats around the world and lifecycles Moving on (transition to Year 1)
Festivals and Celebrations	<ul style="list-style-type: none"> Harvest 	<ul style="list-style-type: none"> Bonfire Night Diwali Christmas Halloween Black History Month Remembrance Day Hanukkah 	<ul style="list-style-type: none"> Lunar New Year Pancake Day Valentines Day Burns Night 	<ul style="list-style-type: none"> Easter World Book Day Holi 	<ul style="list-style-type: none"> Earth Day Mental Health Week 	<ul style="list-style-type: none"> World Oceans Day Health and fitness week
Enrichment Activities: Workshops and Educational Experiences	<ul style="list-style-type: none"> Little City Role Play (in school) All about me bags to fill with three objects from home and share in school 	<ul style="list-style-type: none"> Winter walk to the post box to post Christmas cards to children's home focusing on plotting route on a map Christmas Performance/songs 	<ul style="list-style-type: none"> Transport focus: fire engine visit school Local walk: creating journey sticks (Geography) Bike and scooter day linking with road safety and physical development. Children bring in bike/scooter and use school 	<ul style="list-style-type: none"> Bring your bear to school day (Goldilocks link) Baking Gingerbread Growing sunflowers/ cress heads Storytelling workshop (in school) Zog School – complete the challenges in the story to 	<ul style="list-style-type: none"> Pirate Day Making healthy treasure map wraps Didi Rugby Earth Day activities – litter picking/looking after the environment 	<ul style="list-style-type: none"> Trip out of school to Beale Park Caterpillars to butterflies Didi Rugby Sports day World Oceans Day/Plastic Pollution Day – making kites out of plastic bags linking to Someone



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				ones. Bike/scooter shop, riding on the playground and taking a photo of their bike/scooter and writing about it.	win a golden star!		Swallowed Stanley text. <ul style="list-style-type: none"> End of year party/festival day
Texts and Songs	Drawing Club Texts  Six new focus words taught each week linking to text/animation	<ul style="list-style-type: none"> Only One You What Makes Me a Me? All About Families Dear Zoo The Colour Monster Ruby's Worry 	<ul style="list-style-type: none"> Room on the Broom Where the Wild Things Are Look Up The Dinosaur Department Store How to Catch a Star Stick Man <p>Black History Month texts:</p> <ul style="list-style-type: none"> Coming to England by Floella Benjamin Mae Jemison What a wonderful world as sung by Louis Armstrong 	<ul style="list-style-type: none"> Emma Janes Aeroplane Wacky Races (animation) Blown Away We're Going on a Bear Hunt Lost and Found Pink Panther (animation) 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man Zog The Three Billy Goats Gruff 	<ul style="list-style-type: none"> Captain Pugwash (animation) The Night Pirates Popeye (animation) Captain Sparklebeard Jack and the Flum Flum Tree 	<ul style="list-style-type: none"> Superworm Giraffes can't Dance Pip and Egg Tad Poles Apart Someone Swallowed Stanley



Downsway Primary School Foundation Stage Curriculum Map




	Songs	<ul style="list-style-type: none"> Head, shoulders, knees and toes by Barefoot Books BBC Radio nursery rhymes Big Red Combine Harvester 	<ul style="list-style-type: none"> Songs linked to Christmas BBC Radio nursery rhymes 	<ul style="list-style-type: none"> Gung Hey Fat Choi CBeebies Philharmonic Orchestra: The Great Race We all go travelling by Barefoot Books BBC Radio nursery rhymes 	<ul style="list-style-type: none"> The more we get together by Barefoot Books BBC Radio nursery rhymes 	<ul style="list-style-type: none"> Rooftop Garden by Barefoot Books Portside Pirates by Barefoot Books BBC Radio nursery rhymes 	<ul style="list-style-type: none"> There's a tiny caterpillar on a leaf Farmers Life for me by Barefoot Books BBC Radio nursery rhymes
	Phonics Scheme: A flying start with letters and sounds 	<ul style="list-style-type: none"> Phase 1 Phase 2 (6 weeks) 	<ul style="list-style-type: none"> Phase 2 Phase 3 (begin in November 12 weeks) 	<ul style="list-style-type: none"> Phase 3 	<ul style="list-style-type: none"> Phase 3/4 	<ul style="list-style-type: none"> Phase 4 	<ul style="list-style-type: none"> Phase 3/4
Mathematics	White Rose Maths Scheme	<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns 	<ul style="list-style-type: none"> It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time 	<ul style="list-style-type: none"> Length, height and time Building 9 and 10 Exploring 3D shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose and decompose 	<ul style="list-style-type: none"> Sharing and grouping Visualise, build and map Make connections
	NCETM: Mini Maths Sessions	<ul style="list-style-type: none"> Weeks 1-4 	<ul style="list-style-type: none"> Weeks 5-10 	<ul style="list-style-type: none"> Weeks 11-14 	<ul style="list-style-type: none"> Weeks 15-19 	<ul style="list-style-type: none"> Weeks 20-25 	<ul style="list-style-type: none"> Consolation
	Number of the week/Number bond of the week	<ul style="list-style-type: none"> Number of the week: 1-4 	<ul style="list-style-type: none"> Number of the week: 5-10 	<ul style="list-style-type: none"> Number of the week 11-14 	<ul style="list-style-type: none"> Number of the week 15-20 	<ul style="list-style-type: none"> Number bond of the week 1-5 	<ul style="list-style-type: none"> Number bond of the week 6-10



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<p>Communication and Language</p>	<ul style="list-style-type: none"> • Be able to start a conversation with familiar adults and friends at Downsway Primary. • Talk about conversations that interest them. • Listen to familiar stories, song and rhymes and join in with repeated refrains. • Re-tell familiar stories, rhymes and past events. • Understand and answer why questions. • Understand how to be a good listener and why it is important – create rules for a good listener. • Develop correct pronunciation, use of tenses and prepositions. • Use talk to pretend <ul style="list-style-type: none"> • Drawing Club vocabulary (six new words a week) • Poetry Basket 		<ul style="list-style-type: none"> • Be able to listen and respond during conversations within the setting and others during whole school experiences such as lunchtimes. • Learn and remember songs, rhymes and poems. • Ask question to find out more to check they understand what has been said to them. • Talk in detail and show engagement when discussing stories, rhymes and past events. • Listen carefully at different points of the school day e.g. whole class inputs, lunchtimes and in small groups. • Be able to form sentences. • Use language from known experiences to talk in role. <ul style="list-style-type: none"> • Drawing Club vocabulary (six new words a week) • Poetry Basket 		<ul style="list-style-type: none"> • Be able to hold a back and forth conversation with adults and other children, understanding social phrases and sometimes use of humour. • Listen attentively when being read to and give own opinions. • Ask a range of questions to clarify understanding whilst making links in their learning. • Be able to use a range of recently learnt vocabulary to offer explanations and talk about why things happen. • Listen responsively and express ideas and feelings about what they have heard. • Be able to speak in complex sentences, use the correct tense and a range of conjunctions. • Develop a narrative and talk in role with others. <ul style="list-style-type: none"> • Drawing Club vocabulary (six new words a week) • Poetry Basket 	
<p>Personal Social and Emotional Development</p>  <p>Jigsaw PSED Scheme Main Themes</p> <p>Evidence in floor book</p>	<p>Being me in my world:</p> <ul style="list-style-type: none"> • Who...Me? • How am I feeling today? • Being at school • Gentle Hands • Our Rights • Our Responsibilities 	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • What I am good at • I'm special, I'm me! • Families • Houses and Homes • Making Friends • Standing up for yourself 	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Award ceremony 	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Everybody's body • We like to move it move it! • Food glorious food • Sweet dreams • Keeping clean • Stranger danger 	<p>Relationships:</p> <ul style="list-style-type: none"> • My family and me! • Make friends, make friends, never ever break friends • Falling out and bullying Being the best friend we can be 	<p>Changing Me:</p> <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears • Celebration



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Physical Development	<p>Gross Motor Skills PE sessions (once a week)</p> <p>Get Set 4 PE Scheme</p> 	<p>Introduction to PE unit 2 (hall) Fundamentals unit 1 (hall) Moving safely within a group inside and outside Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Travelling and changing direction.</p>	<p>Dance unit 1 (hall) Gymnastics unit 1 (hall) Combine different movements and perform actions with ease and fluency. Begin to move with control and co-ordination in different ways. Demonstrate strength when making shapes, jumping, rocking and roll. Develop balancing and taking eight on different body parts Negotiate space and obstacles and learn how to land safely</p>	<p>Games unit 1 (outdoors) Didi Rugby (specialist teacher) Develop balance when changing direction. Introduce aiming at a target. Balls – rolling, throwing, bouncing, kicking, dribbling with accuracy.</p>
	<p>Gross Motor Skills</p>	<ul style="list-style-type: none"> • Introduce how to sit using core muscle strength when on the floor. • Use a range of balls, exploring basic skills such as throwing, catching and rolling. Model how to grasp and release a ball successfully. • Experiment with different ways of moving, testing out their ideas. • Begins to climb on and jump off objects of different heights. • To travel in different ways around, under and over. 	<ul style="list-style-type: none"> • Emphasise how to sit using core muscle strength when sitting at the table. • Develop throwing and catching skills • Move in different ways, adapting movement to reduce risk. • Children manage their own safety. • Jumps off objects and lands appropriately using hands, arms and body to stabilise and balance. • To travel with confidence and skill in different ways, around, under and over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> • Use core muscle strength to achieve good posture in various places. • Negotiate space and obstacles safely with consideration during independent learning (exploring time). • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Downsway Primary School Foundation Stage Curriculum Map




	Fine Motor Skills	<ul style="list-style-type: none">• To draw lines and circles using an anti-clockwise movement.• Manipulate a range of tools and explore their uses e.g. scarves, ribbons.• Introduce scissors and how to be safe.• Model correct pencil grip and correct letter formation.	<ul style="list-style-type: none">• Show increasing control over objects such as pushing, patting, twisting and pinching.• Develop correct use of scissors and other tools e.g. paintbrushes, hole punches.• Develop correct pencil grip and correct letter and number formation.	<ul style="list-style-type: none">• To draw simple, recognisable objects.• Use tools, objects and construction materials safely with increasing control and intention.• Use correct pencil grip to form recognisable letters and numbers.	<ul style="list-style-type: none">• To draw recognisable objects.• Use tools to effect change to materials such as paper card, playdough, natural items.• Use tools competently, safely and confidently.• Form most recognisable letters and show improvement in handwriting (accuracy and efficiency).	<ul style="list-style-type: none">• Begin to show accuracy and care when drawing.• Use a range of small tools including scissors, paintbrushes and cutlery.• Hold a pencil effectively using the tripod grip.	<ul style="list-style-type: none">• Show accuracy and care when drawing.• Use a range of small tools with increasing confidence and accuracy.• Form a ladder letters, robot letters, curly caterpillar letters and zig-zag letters correctly.• Form numbers 1-10 correctly.
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Understanding the World <small>Evidence in floor book</small>	<p>Past and Present (History)</p> <p>People, Culture and Communities (Geography/RE)</p> <p>The Natural World (Science/Geography)</p>	<ul style="list-style-type: none"> Black history month Grow a rainbow science experiment Explore how our families are the same and different. Autumn seasonal change focus- rubbings in the floor book 	<ul style="list-style-type: none"> Continue to develop positive attitudes about how unique we are and celebrate what's important to us – past and present experiences. Winter seasonal change focus – rubbings in the floor book 	<ul style="list-style-type: none"> Talk about journeys children have been on – near and far. Explore different ways of travelling and changing landscapes from place to place and over time. Know how people live in our country and in other countries. 	<ul style="list-style-type: none"> Growing – lifecycle of a plant and what it needs to grow Nursery rhymes and songs to make comparisons between past and present people and the way they live. Spring seasonal change – rubbings in the floor book 	<ul style="list-style-type: none"> Floating and sinking investigation Understand where food comes from and how important it is to our local community. Explore different outside environments and make observations of living things. Discuss the changes in season and the effects on the local environment. 	<ul style="list-style-type: none"> Habitat of the week Lifecycles of a caterpillar, frog, bird. Look at different holidays that children have been on locally and abroad. Use maps, stories and non-fiction to find out more about life in other countries. Summer seasonal change – rubbings in the floor book
	<p>Geography Kapow Scheme specific activities</p> 	<p>Outdoor Adventures:</p> <ul style="list-style-type: none"> Nature catchers Senses in nature 	<p>Exploring Maps:</p> <ul style="list-style-type: none"> Our school from above Let's build a map 	<p>Exploring Maps:</p> <ul style="list-style-type: none"> Creating Journey Sticks 	<p>Outdoor Adventures</p> <ul style="list-style-type: none"> Exploring the weather Exploring the seasons 	<p>Exploring Maps:</p> <ul style="list-style-type: none"> Pirate Map Bingo Investigating maps Map making 	<p>Outdoor Adventures:</p> <ul style="list-style-type: none"> Dress the teddy



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	Discovery RE Scheme	Special people	Christmas	Celebrations	Easter	Stories	Special Places
	<p>Key Question: What makes people special?</p> <p>Religions: Christianity and Judaism</p> 	<p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Key Question: How do people celebrate?</p> <p>Religions: Islam and Judaism</p>	<p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Key Question: What can we learn from stories?</p> <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam and Judaism</p>	
Expressive Arts and Design	<p>Focus Activity and Focus Artists</p> <p>Draw and paint self-portraits linking to their first day of school</p> <p>Yayoi Kusama: Contemporary artist using dots</p>  <p>Creating our own dot pumpkins.</p> 	<p>Jackson Pollock: Experimenting with dripping and drizzling paint linking to fireworks</p>  <p>Making Christmas cards to send to their families in their homes</p>	<p>Lucienne Day: Creating their own repeating patterns using a variety of materials and shapes to develop printing techniques.</p> 	<p>Henri Matisse: Creating cut paper work 'painting with scissors'.</p> 	<p>Andy Warhol inspired 'Pop Art' Self-portraits using bright block colours.</p> <p>Children to take photos of each other on the iPads and use art apps to change colours/paints over the top of black and white images.</p> 	<p>Andy Goldsworthy inspired nature art focusing on shapes and patterns. Children to take their own photos of their artwork.</p>  <p>Draw and paint an end of year self-portrait to enable children to see the progress they have made.</p>	
	<p>Creating with Materials: Art</p>	<p>Painting:</p> <ul style="list-style-type: none"> Experiment with and use primary colours Naming mixing colour Learn the names of different tools that bring colour. Use a range of tools to make 	<p>Painting:</p> <ul style="list-style-type: none"> Experiment with and use primary colours Naming mixing colour Learn the names of different tools that bring colour. Use a range of tools to make 	<p>Printing:</p> <ul style="list-style-type: none"> Rubbings of different textures Print with a variety of objects Print with block colours 	<p>Collage and 3D:</p> <ul style="list-style-type: none"> Handling, manipulating and enjoying using materials. Sensory experiences. Simple collages. 	<p>Painting:</p> <ul style="list-style-type: none"> Experiment with and use primary colours Naming mixing colour Learn the names of different tools that bring colour. 	<p>Collage and 3D:</p> <ul style="list-style-type: none"> Handling, manipulating and enjoying using materials. Sensory experiences. Simple collages.



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		<p>coloured marks on paper.</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools. • Use drawings to tell a story. • Investigate different lines • Explore different textures • Use lines to enclose a space when drawing familiar people. • Encourage accurate drawings of people. 	coloured marks on paper.		<ul style="list-style-type: none"> • Simple weaving activities. • Constructing, building and destroying. Shape and model. 	<ul style="list-style-type: none"> • Use a range of tools to make coloured marks on paper. <p>Digital Art:</p> <ul style="list-style-type: none"> • Take photographs with a digital camera • Learn to focus and position • Apply filters to the results • Use simple art apps on the iPads. 	<ul style="list-style-type: none"> • Simple weaving activities. • Constructing, building and destroying. • Shape and model. <p>Digital Art:</p> <ul style="list-style-type: none"> • Take photographs with a digital camera • Learn to focus and position • Apply filters to the results • Use simple art apps on the iPads.
	Creating with Materials: Design and Technology Kapow Scheme			<p>Structures: Junk Modelling linking to transport topic</p> <ul style="list-style-type: none"> • Exploring junk modelling • Cutting and scissor skills • Temporary joins 	<p>Cooking and Nutrition: Making Gingerbread People</p> <p>Kapow Scheme: Soup</p>	<p>Structures: Boats linking to pirate topic</p> <ul style="list-style-type: none"> • Waterproof materials • Floating and sinking (linking with science focus) 	
	Being Imaginative (Music and Drama)	<ul style="list-style-type: none"> • Listen and respond to different styles of music. • Sing in a group. • Learn to sign along with nursery rhymes and action songs. 	<ul style="list-style-type: none"> • Express feelings in response to music. • Explore music making – improvisation. • Explore dancing in different ways. 	<ul style="list-style-type: none"> • Increasingly match pitch and follow melody when singing. • Choose instruments and sounds for own 	<ul style="list-style-type: none"> • Explore music making by playing instruments. • Begin to move in time to music. • Engage in dance by performing 	<ul style="list-style-type: none"> • Know and sing a wide range of nursery rhymes and songs learnt throughout the year. • Invent, adapt and recount 	<ul style="list-style-type: none"> • Perform songs and rhymes in front of others. • Perform stories and poems with others.



Downsway Primary School Foundation Stage Curriculum Map



			<ul style="list-style-type: none">• Begin to develop storylines in pretend play.	<p>imaginative purposes.</p> <ul style="list-style-type: none">• Introduce storyline or own narrative to play.	<p>solos or in groups.</p> <ul style="list-style-type: none">• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	<p>narratives and stories.</p>	<ul style="list-style-type: none">• Move in time with the music.
	Charanga Music Scheme	Me!	Everyone		Big Bear Funk		