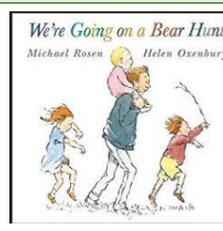
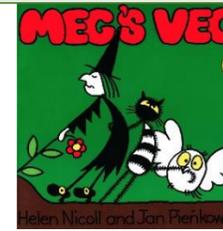
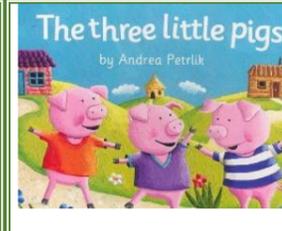




Laithes Foundation Stage Map Cycles of Learning FS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	The Colour Monster	The Gingerbread Man	Eva's Imagination	We're Going on a Bear Hunt	Meg's Veg	The three little pigs
8 Key words for vocabulary	Feeling, sad, happy, fear, anger, calm, love, mixed-up.	Baker, jumped, wide, sly, far, next, before,	Imagination, valley, forest, mountainside, cave, rainforest, adventure, trekked	Deep, under, over, through, gloomy, long, hunt	Vegetable, sowed, seed, grow. Compost, springtime, earth. Stake/hoe	Straw, brick, build, house, sticks, time, danger
Personal, Social and Emotional Development	Getting to know you/Settling in to a new class (children supported to separate from their main carer) Creating Class norms and understanding rules and boundaries of our class. Speaking about our families Learning our new friends names. Naming and recognising emotions in themselves and others.	Pupils should be taught to express their own interests and opinions. Pupils are taught to show care and concern for others and to build relationships with peers.	Special Objects- Show and Tell. People and Communities- photos of imagination at home Pupils should be taught to complete activities with the support of an adult. <i>Pupils should be taught to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i>	Pupils to be taught to speak about their own life at home and notice similarities and differences between themselves and peers. <i>Pupils are taught to initiate play with peers.</i> <i>Pupils are taught to accept the needs of others and to share/take turns.</i>	Children are to be taught to ask adults for help when they require it. Pupils to be taught describe self in positive terms and to adapt behaviour. Children are to be taught to be aware of the boundaries set, and of behavioural expectations in the setting.	Children are to be taught to resolve conflicts, to be confident to speak to others, to take into account what others say. <i>Transition into FS2, FS1 children to spend time with FS2 teachers.</i>
Communication & Language	Phonics – Children are taught to Shows interest in play with sounds, songs and rhymes. and to recognise and respond to familiar sounds. Following instructions – Pupils should be taught to follow more complex sentences. Speaking- Pupils should be taught to use language as a powerful means of widening contacts and holding a conversations. <i>Introducing Vocabulary Tree/Curiosity Cube</i> <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>	Story language – Children should be taught to Listens to stories with increasing attention and recall Children should be taught to understand 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). Children to be encourage to learns new words very rapidly and is able to use them in communicating <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>	Word of the Week. Sharing where Eve Visits – Pupils are encourage to retell a simple past event in correct order . Pupils should be given opportunity to listens to others one to one or in small groups, when conversation interests them. Giving instructions/ following instructions – Pupils to be taught to responds to simple instructions, e.g. to get or put away an object Pupils should be taught to begin to understand how or why questions Using speech to recreate and imagine. <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>	Talking about the events of the story – Children are taught to listens to stories with increasing attention and recall and to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Children Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action using physical activity. Children will be encouraged to use vocabulary focused on objects and people that are of particular importance to them whilst Building up vocabulary that reflects the breadth of their experiences. Retelling a story with props- Uses talk in pretending that objects stand for something else in play,. <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>	<i>Fruit/Veg tasting – Pupils are taught to Builds up vocabulary that reflects the breadth of their experiences.</i> <i>Growing Vegetables/curiosity cube for increased vocabulary.</i> Children will be taught to use a range of tenses (e.g. <i>play, playing, will play, played</i>). Children to be taught to be able to follow directions (if not intently focused on own choice of activity). <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>	Listening for longer periods – Pupils should be taught to Maintains attention, concentrates and sits quietly during appropriate activity. Following Instructions- Children are to be taught to responds to instructions involving a two-part sequence. Speaking- Children are to be taught to link statements and sticks to a main theme or intention and use talk to organise, sequence and clarify thinking, ideas, feelings and events. <i>Wellcomm activities based on baseline assessment/gaps</i> <i>RWI book talk (where appropriate)</i>
Physical Development	Gross Motor skill activities- Children to be taught to drawing simple shapes such as circles and line & Children should be taught to draw lines and circles using gross motor movements. Pencil Grip- Children should be taught to control holding and using jugs to pour, hammers, books and mark-making tools. Hygiene- Pupils should be taught to clearly communicate their need for potty or toilet, children to be supported in washing and drying their hands. Dough Disco to support pencil grip and palm strength. Self Service Snack- Children taught to drink without spilling and feed self competently with a spoon. Progressive Fine Motor Skill Area to support development of skills- threading an object through a hole.	Gross Motor Skills- Pupils should be taught to kick a large ball, run safely on whole foot and climb confidently. Getting Dressed- Children are to be taught to help themselves with clothing with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Pencil Grip- Children are to be supported to begin to use three fingers (tripod grip) to hold writing tools Dough Disco to support pencil grip and palm strength. Progressive Fine Motor Skill Area to support development of skills- threading beads/sewing through wooden frames	Gross Motor – Children are taught to run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Pencil Grip – Children should be taught to holds pencil between thumb and two fingers, no longer using whole-hand grasp. Safety- Children should be taught to begin to recognise danger and seeks support of significant adults for help. Hygiene –Children should be supported to more bowel and bladder control and can attend to toileting needs most of the time themselves. (partnership with parents) <i>Dough Disco to support pencil grip and palm strength.</i> <i>Progressive Fine Motor Skill Area to support development of skills- threading beads/sewing through wooden frames</i>	<i>Fine Motor Skills- to us one handed tools and equipment.</i> Self-Care- Pupils should be taught to usually manage washing and drying hands. Pencil grip – Children are to be taught to Use one-handed tools and equipment, e.g. makes snips in paper with child scissors <i>Dough Disco to support pencil grip and palm strength.</i> <i>Progressive Fine Motor Skill Area to support development of skills- weaving/sewing through wooden frames</i>	Safety- Children should be taught to understand that equipment and tools have to be used safely. Getting Dressed- Children are to be supported to dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Physical Skills- Children should be to taught to run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. They should be taught to be able to stand momentarily on one foot when shown and catch a large ball. Pencil Grip- Children should be taught to hold a pencil near point between first two fingers and thumb and uses it with good control and to copy some letters, e.g. letters from their name. Progressive Fine Motor Skill Area to support development of skills- hessian sewing	Moving in different ways- Children to be taught to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Health and Self Care- Children are taught an understanding of how to transport and store equipment safely and how to practise safety measures. Progressive Fine Motor Skill Area to support development of skills- embroidery circles
Literacy	Daily Phonics (Phase One, sound discrimination) Children are to be taught to distinguish between the different marks that they make. (in conjunction with dough disco) Children are to be exposed to different stories, rhymes, poems or jingles. Rhymes, jingles, poems to be placed in the learnng environment. Introduction to story baskets.	Daily Phonics (Phase One, RWI set one, where appropriate) Children are to be taught to distinguish between the different marks that they make. (in conjunction with dough disco) Story Telling Chair/Reading Bears- Children to be encouraged to have their own favourite stories, repeat words and phrases from familiar stories and fill in the missing word from a rhyme. Recognising name/making names.	Daily Phonics – Phonics (Phase One, RWI set one, where appropriate) Mark Making/Where did the Eva go? Children are to be taught to sometimes give meanings to mark as they write draw or paint i.e. adding their initial as representation of their name. Children are to be encouraged to look at books independently, handles books carefully and shows interest in illustrations and print in books and print in the environment.	Daily Phonics (Phase One, RWI set one, where appropriate) Mark Making/Story mapping – Children are to be taught to sometimes give meanings to mark as they write draw or paint i.e. adding their initial as representation of their name. Children are to be taught to ascribe meaning to marks that they see in different places. Retelling the Story- Children are to be encouraged to listens to and joins in with stories and poems, one-to-one and also in small groups, join in with repeated refrains and	Daily Phonics. (Phase One, RWI set one, where appropriate) Party Invitations- Children are taught to give meaning to marks they make as they draw, write and paint. Name writing Children are to be encouraged to enjoy an increasing range of books through exposure to different types.	Daily Phonics. (Phase One, RWI set one, where appropriate) Children are to be taught to hear and say initial sounds in words and to use some clearly identifiable letters to communicate meaning. Children are t =o be taught to Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Name Writing.

				anticipates key events and phrases in rhymes and stories and describe main story settings, events and principal characters. Children are to be taught to hear and say the initial sound in words.	Children are to be taught to hear and say initial sounds in words and to use some clearly identifiable letters to communicate meaning.	Children are to be taught to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Maths	Counting skills – Pupils to be taught to use some number names and number language and to recite some number names in sequence. Children are to be taught to select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Representing number – Children are to be given ideas on how to create and experiments with symbols and marks representing ideas of number i.e. different and the same, more and less. White Rose – Five frames 1:1 counting, subsidizing, one more one less	Counting skills – Children should be taught to sometimes match numeral to quantity and to recite numbers in order to ten. Children are also to be taught to recognise numerals where appropriate. Introducing 2D - Children are taught to categorise objects according to properties such as shape or size and to begins to use the language of size. Pattern- children are to be taught to notice simple patterns in pictures. Mathematical categorization – colour and shape. Pupils should be taught uses positional language. White Rose – Five frames 1:1 counting, subsidizing, addition and subtraction.	Consolidation of Number – to recognise numerals 1-5. Children are to be taught to count up to three or four objects by saying one number name for each item. Addition – Pupil to be taught to find the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Length and Size – Children are taught to categorise objects according to properties such as shape or size and to begins to use the language of size. White Rose – five frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.	Consolidation of Number – Pupils are to be taught to counts objects to 10, and beginning to count beyond 10, Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Recites numbers in order to 10. Subtraction – Pupil to be taught to find the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Time and money – Pupils to be taught to use everyday language to talk about time and money. White Rose – ten frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.	Consolidation of Number – Children should be taught to Estimate how many objects they can see and checks by counting them. <i>Weight/Capacity – Pupils to be taught how to explore characteristics of everyday shapes and use mathematical language to describe them.</i> Consolidation of shape- to select a particularly named shape and to use mathematical shapes to describe them. Pupil should be taught to records, using marks that they can interpret and explain. Children should be taught to use the language of 'more' and 'fewer' to compare two sets of objects.	Consolidation of Number- Pupils to be taught to say the number that is one more than a given number and find one more or one less from a group of up to five objects, then 10 objects. To be able to solve addition and subtraction problems within 10. Pattern- Pupils should be taught to complete a two step pattern.
Understanding the World	Family, the world around us, what makes us special or unique – Pupils will be encouraged to have a sense of own immediate family and relations. They will explore pretend play, that imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. They will learn that they have similarities and differences that connect them to, and distinguish them from, others.	Baking, making food, hygiene, using equipment safely, where food comes from – Children will taught to notice detailed features of objects in their environment. Children are to remember and talk about events from their own experience. Pupils should be encouraged to have their own friends. They will learn that they have similarities and differences that connect them to, and distinguish them from, others. Recognises and describes special times or events for family or friends. <i>Purple Mash- Children are to acquire basic skills in turning on and operating some ICT equipment</i> The birth of Jesus through story telling and visits.	Recycling, Re-using and Up cycling – Pupils are to be encouraged to develop an understanding of growth, decay and changes over time. They are to be taught to show care and concern for living things and the environment. Pupils will be encouraged to Shows interest in different occupations and ways of life (Chinese new year) and encouraged to understand that some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Home & Habitats – Pupils should be taught to talk about some of the things they have observed such as plants, animals, natural and found objects.. Seasons – Children should be taught to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world. <i>CD Player/IPad- Children should be taught to know how to operate simple equipment, e.g. turns on CD player and uses remote control.</i>	<i>Making food with parent??s – Children will be encouraged to think about some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</i> <i>Growing- Children will be taught to look closely at similarities, differences, patterns and change.</i>	<i>Growing- Children will be taught to look closely at similarities, differences, patterns and change.</i> <i>P/C – relationships – Sharing of pictures from home so that children can be taught to enjoy joining in with family customs and routines.</i>
Expressive Art & Design	What do I look like? Colour mixing- Through exploration of different materials, children are to be taught to experiment with blocks, colours and marks. Singing familiar songs and rhymes/instruments – Children singing favourite songs and exploring different instruments and the way that they sound.	Painting, colour mixing – Children are to experiment with colour mixing using both powder and poster paints. Construction- Children are to use various construction materials to create models. Music- Children are to be taught to tap out simple rhythms and to sing a few familiar songs.	Junk Modelling – children are to realise that tools can be used for a purpose to make a junk model. <i>Clay/Playdough</i> <i>Pupils to be taught to create different textures.</i> Being imaginative- children are to use their construction and junk models to develop story lines and capture their experiences.	Acting out the story – Children are to be taught to capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. They are to use the story to engage in imaginative role-play based on own first-hand experiences. Music- Children are to be taught to create movement in response to music.	Making Party invitations and decorations – Children are to think about their creation and manipulate their materials to achieve a planned effect. Junk Modelling- Children are to build a bank of methods so that they can select tools and techniques needed to shape, assemble and join materials they are using. Plan, Do, Review – Children are to be taught to use available resources to construct with a purpose in mind, using a variety of resources.	Mini Makers- Create simple representations of events, people and objects. Being imaginative – Children are to be taught to introduce a storyline or narrative into their play whilst playing alongside other children who are engaged in the same theme. Plan, Do, Review – Children are to be taught to use available resources to construct with a purpose in mind, using a variety of resources using the three little pig story as a basis.
PE	Real PE unit 1 Personal focus Work on tasks individually Follow instructions safely Co-ordination and footwork Static one leg balance	Real PE unit 2 Social focus I can work sensibly with others, sharing and taking turns. Dynamic balance to agility jumping and landing.	Real PE unit 3 Cognitive focus Name things which they are good at Understand how to follow instructions with simple rules.	Real PE unit 4 Creative focus I can explore and describe different movements. I can observe and copy others. Co-ordination ball skills Counter balance with a partner	Real PE unit 5 Physical focus I can perform a small range of skills and link two movements together I can perform a single skill or movement with some control I can move confidently in different ways Co-ordination sending and receiving agility and reaction responses.	Real PE unit 6 Health and fitness I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise. Agility ball chasing Static balance floor work. Sports day practice.
Parent/Carers						Meeting with parents for transition
Trips/Visits						