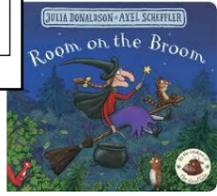
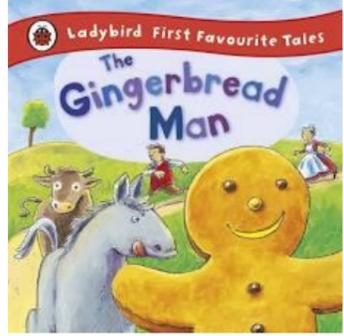
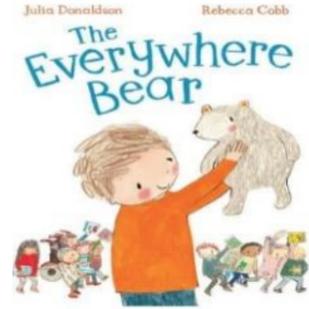
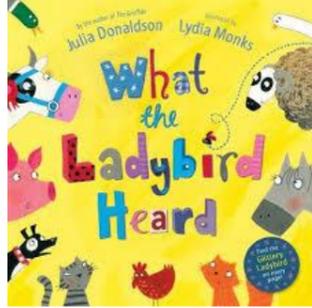
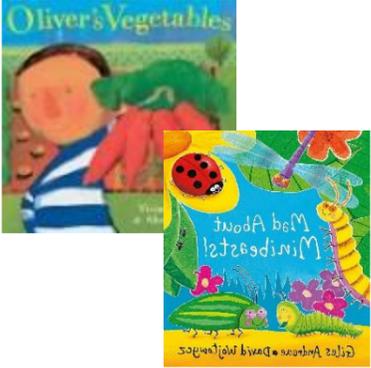
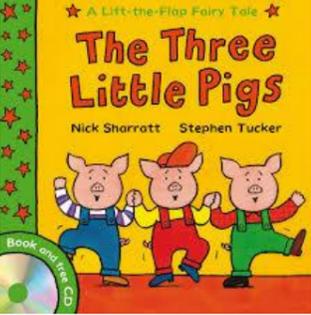




Laithe Foundation Stage Map Cycles of Learning

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|--|--|---|--|--|--|
| Text Driver                                | <p>Our favourite books</p>    |    |    |   |   |   |
|  | Own Interests<br>Room on the Broom   | The Gingerbread Man  | The Everywhere Bear   | What the Ladybird Heard  | Oliver's Vegetables/ Mad about Mini Beasts (Poetry)  | The Three Little Pigs  |
| 8 key words for vocabulary                 | Grinned, eagerly, clambered, wagged, shriek, fluttered, clutched, squelched  | Clever, wide, crept, sly, bushy, heavy, bank, tossed, flip, gaping, trotted.   | Pointy, lazy, whooshed, dizzy, pipe, rocked, storm, harbour, crane, cheerfully, muttered, queue, counter.   | Dainty, cunning, 'dead of night', steal, crept, thieves, cheered, handsome, woolly   | Bargain, complaint, crinkly, supper, rhubarb, beetroot, tangle, hurried  | Field, heap, spied, nearby, solid, bare, neighbour, escaped, clung, tumbling, snarled, slithered,  |
| Personal, Social and Emotional Development | Getting to know you/Settling in to a new class. Creating class norms.  | PSHE- Me in the World (Jigsaw)<br>Pupils should be taught to speak to others about own needs, wants, interests and opinions.   | <i>Special Objects- Show and Tell.</i><br>People and Communities- what did Everywhere bear get up to at home?<br>Jigsaw- Celebrating Difference.  | Jigsaw- Dreams and Goals<br>Pupils to be taught to try new activities and say why they like some activities more than others. Pupils to be taught to talk in a familiar group about their ideas.   | Jigsaw – Healthy Me – Children to be taught to give their attention to what others say and respond appropriately, while engaged in another activity.<br><br>Transition –<br>Y1 teachers to read stories in FS2.<br>Y1 to come and do welly Wednesday in FS2.<br>FS2 to go to Y1 for story time.<br>FS2 to go to play in Y1.<br>FS2 go to Y1 for a play-based lesson. | Jigsaw- Relationships<br>Pupils should be taught to be sensitive to others' needs and feelings, and form positive relationships with adults and other children.<br><br>Transition –<br>Y1 teachers to read stories in FS2.<br>Y1 to come and do welly Wednesday in FS2.<br>FS2 to go to Y1 for story time.<br>FS2 to go to play in Y1.<br>FS2 go to Y1 for a play-based lesson.  |
| Communication & Language                   | Circle time – Children to be taught to listen to others one to one or in small groups, when conversation interests them.<br><br>Following instructions – Pupils should be taught to follow directions (if not intently focused on own choice of activity)  | Story language –<br>Pupils to be taught to retell and comment on stories. Then they should be taught to follow a story without pictures or props.<br><br>Giving instructions/ following instructions – Pupils should be taught to maintain two-channelled attention – (can listen and do for short span)<br><br>Children to be taught to understand prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. This will be taught through maps.                             | Word of the Week.<br>Sharing where Everywhere Bear Visits – Pupils to be taught how to extend vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.<br>Pupils to be taught to use past and present future forms accurately when talking about events that have happened.   | Talking about the events of the story – Pupils to be taught how to use language to imagine and recreate roles and experiences in play situations, link statements, stick to a main theme or intention, and use talk to organise, sequence and clarify thinking, ideas, feelings and events.<br>Pupils to be encouraged to introduce a storyline or narrative into their play.  | Fruit tasting - Pupils to be taught to express themselves effectively showing awareness of listeners needs and develop their own narratives and explanations by connecting ideas or events.  | Retelling the story and using story language - Pupils should be taught to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.<br><br>Retelling own stories – Pupils should be taught how to answer 'how' and 'why' questions about their stories. Pupils to develop their own narratives by connecting ideas and events.   |
| Physical Development                       | Gross Motor skill activities-<br>Children to be taught to move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.<br><br>Dough Disco (Fine motor exercises – Finger exercises.) – Children to be taught to hold pencil between thumb and two fingers, no longer using whole- hand gasp.<br><br>Pencil Grip – Children will begin to show preference for a dominant hand.<br>Children to be taught to use three fingers (tripod grip) to hold writing tools. | Scissor/Cutting skills. –<br>Pupils to be taught to use one-handed tools and equipment, e.g. making snips in paper.<br><br>Dough Disco (Fine motor exercises – Finger exercises.)<br>Children to be taught to hold pencil near point between first two fingers and thumb and uses it with good control.<br><br>Getting Dressed- Children should be taught to dresses 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. | Pencil Grip – Pupils to be taught how to use anticlockwise movements and retract vertical lines. Pupils to be taught how to form recognisable letters and use a pencil effectively to do so.<br><br>Dough Disco (Fine motor exercises – Finger exercises.) – Children to be taught to handle tools, objects, construction and malleable materials safely and with increasing control.<br><br>Hygiene – Pupils to be taught to toilet themselves, wash and dry hands independently.                        | Moving in different ways – Pupils to be taught to have good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space.<br><br>Dough Disco (Fine motor exercises – Finger exercises.) – Children to be taught to handle equipment and tools effectively. Including pencils for writing.<br><br>Pencil grip – Pupils to be taught to handle equipment and tools effectively, including pencils for writing. | Health and Self Care – Pupils to be taught about healthy eating and the need for a variety of food and good practises with regard to exercise, eating, sleeping and hygiene. Pupils to be taught an understanding of the need for safety when tackling new challenges and how to manage risks – including how to transport and store equipment safely.               | Health and Self Care – Pupils to be taught the importance of good health and the need for physical exercise, and a healthy diet, and how to talk about ways to keep healthy and safe.  |
| Literacy                                   | Children to be taught to distinguish and sometimes give meaning to their marks.<br><br>Children to be taught to copy the letters of their name.<br><br>RWI – Set 1 B<br>Track bottom 20%<br>(daily 1:1 interventions/ pinny time, speedy minutes etc.)   | Children to be taught to write their name,<br><br>Children to begin to segment and blend.<br><br>Children to be taught to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.<br><br>Children to be taught to use story language, describe main story settings, events and principal characters<br><br>RWI – Set 1 C<br>Track bottom 20%<br>(daily 1:1 interventions/ pinny time, speedy minutes etc.)   | Daily Phonics – Children to be taught to link sounds to letters, naming and sounding the letters of the alphabet.<br><br>Writing Simple Sentences and instructions–<br>Children to be taught to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.<br>Children to write other things such as labels and captions.<br><br>Story Sequencing – Children to be taught to listen to stories attentively.<br><br>RWI – Ditty<br>Track bottom 20% | Daily Phonics<br>Writing Signs for the classroom.<br>Speech bubbles – Children to be taught to write short sentences in meaningful contexts.<br>Children to be taught to read and write irregular common words.<br><br>RWI – Red<br>Track bottom 20%<br>(daily 1:1 interventions/ pinny time, speedy minutes etc.)   | Daily Phonics.<br>Writing and following instructions – Children to be taught to use their phonic knowledge to write words in ways which match their spoken sounds.<br>Children to be taught to write irregular common words.<br><br>RWI – Green/Purple<br>Track bottom 20%<br>(daily 1:1 interventions/ pinny time, speedy minutes etc.)                             | Story writing – Pupils to be taught how to write simple sentences which can be read by themselves and others.<br><br>Children to be taught to spell some words correctly and others to be phonetically plausible.<br><br>Children to be taught to read and write irregular common words.<br><br>Ex - Children to be taught to spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Children to use key features of narrative in their own writing. |

|                         |  |  |   |   |  |   |
|-------------------------|--|--|---|---|--|---|
|                         |  |  | (daily 1:1 interventions/ pinny time, speedy minutes etc.)  |   |  | RWI – Green/Purple<br>Track bottom 20%<br>(daily 1:1 interventions/ pinny time, speedy minutes etc.)  |
| Weekly Storytime        | Wk 1 The Three Little Pigs<br>Wk 2 Little Red Riding Hood<br>Wk 3 We're Going on Bear Hunt<br>Goldilocks and the Three Bears<br>Wk 4 The Gingerbread Man<br>Wk 5 Owl Babies<br>Wk 6 The Three Billy Goats Gruff<br>(The Magic of Stories Planning)   | Wk1 Owl Babies<br>Wk2 Stickman<br>Wk3 Dear Santa<br>Wk4 Christmas Stories<br>Wk5 Poem<br>Wk6 Poem<br>Wk7 Poem<br>(The Magic of Stories Planning)   | Wk1 Lost and Found<br>Wk1 The Little Penguin<br>Wk3 Gruffalos Child<br>Wk4 Winter is Here.<br>Wk5 Here Comes Jack Frost<br>Wk6 Winter's Child<br>(The Magic of Stories Planning)  | Wk1 Superworm<br>Wk2 Farmer Duck<br>Wk3 Poem<br>Wk4 Poem<br>Wk5 What the Ladybird Heard Next<br>(The Magic of Stories Planning)   | Wk 1 Oliver's Vegetables<br>Wk2 Zog<br>Wk3 There was a Dragon who Swallowed a Knight<br>Wk4 The Knight who wouldn't fight<br>Wk5 Rapunzel<br>Wk6 The Princess and the Wizard<br>Wk7 Small Knight and George and Royal Chocolate Cake<br>(The Magic of Stories Planning)  | Wk1 Billy's Bucket<br>Wk2 Kitchen Disco<br>Wk3 The Storm Whale<br>Wk4 Fantastic Elastic Brain<br>Wk5 Favourite Stories<br>(The Magic of Stories Planning)   |
| Maths                   | Counting skills – Pupils to be taught to use some number names and number language<br>Spontaneously, recite numbers in order 1 to 10. Pupils also to understand that numbers identify how many objects are in a set.<br><br>Number recognition – Pupils to be taught to recognise numerals 1 to 5.   | Counting skills – Pupils to be taught to count up to three or four objects by saying one name for each time, count actions or objects which cannot be moved, count objects to 10 and begin to count beyond 10, select the correct numeral to represent 1 to 5, then 1 to 10 objects.<br><br>Children to be taught to use the language more and fewer to compare two sets of objects and find the total number of items in two groups by counting them all.<br><br>Introducing 2D/3D Shape - Pupils to be taught to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.<br><br>Pattern – Pupils to be taught to use familiar objects and common shapes to create and recreate patterns. | Length and Size – Pupils to be taught to order two or three items by length or height.<br><br>Addition and Subtraction – Children to be taught to use the vocabulary involved in adding and subtracting.<br><br>Children to be taught to record, using marks that they can interpret and explain.<br>Children to begin to identify own mathematical problems based on own interests and fascinations.<br><br>Children to be taught to estimate how many objects they can see and checks by counting them.<br><br>Children to be taught how to solve problems including sharing. | Consolidation of Number – Pupils to be taught to estimate how many objects they can see and check by counting them.<br><br>Time and money – Pupils to be taught to use everyday language to talk about time and money to compare quantities and to solve problems.<br><br><i>3D shape – Pupils to be taught how to explore characteristics of everyday shapes and use mathematical language to describe them.</i>   | Consolidation of Number – Pupils to be taught how to count reliably with numbers from one to 20, place them in order and say which is one more or one less than a given number.<br><br><i>Weight/ capacity – Pupils to be taught to use everyday language to talk about size, weight, capacity to compare quantities and objects and to solve problems.</i><br><br>Addition and Subtraction – Pupils to be taught how to use quantities and objects to add and subtract two single-digit numbers and count on our back to find the answer. | Consolidation of Number – Pupils to be taught how to solve problems including doubling and halving.<br><br>Ex - Children to be taught how to estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.<br><br>Ex - Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.<br><br>Number Problems.   |
| Understanding the World | Family, the world around us, what makes us special or unique – Pupils to be taught to talk about significant events in their own experience, recognise and describe special times or events for family or friends and know some of the things that make them unique and talk about some similarities and differences in relation to family and friends. .<br><br>Autumnal woodland activities, Cars down a ramp (pushing and pulling.) Children to be taught to talk about some of the things they have observed such as plants, animals, natural and found objects.<br><br>Fruit/Vegetable Tasting – Children to be taught some of the things that make them unique and talk about some of the similarities and differences (Discussions around likes/dislikes, what they eat at home etc.)<br><br>R.E Special people | Cooking and baking – Making soup. Children to be taught to talk about why things happen and how things work.<br><br>Making hot chocolates – Children to be taught to talk about why things happen and how things work.<br><br>Weather – Children to develop an understanding of growth, decay and changes over time.<br><br>R.E – Christmas story<br>Diwali<br>(Hinduism, Sikhism, Buddhism)   | Recycling, Re-using and Up cycling – Pupils to be taught how to care for environment. Pupils to be taught about different occupations and ways of life.<br><br><i>Welly Wednesday (Bird Feeders) – Pupils to be taught to look closely at similarities, differences, patterns and change.</i><br><br>R,E New Year/ Chinese New Year<br>(Buddhism)   | Home & Habitats – Pupils to be taught about similarities and differences in relation to places and living things. Pupils to be taught about features of their own immediate environments and how they might vary from one another.<br><br>Seasons – Pupils to be taught to make observations and explain why some things occur, and talk about changes.<br><br><i>Bee-Bots – Pupils to be taught about the range of technology that is used in places such as homes and schools and how to select and use technology for particular purposes.</i><br><br>R.E Easter | Making food with parents – Pupils to be taught to talk about similarities and differences between themselves and others, and among families, communities and traditions.<br><br><i>Baking, making food, hygiene, using equipment safely, where food comes from – Pupils to be taught to comment and ask questions about aspects of their familiar world, talk about some of the things they have observed and why things happen and how things work. Pupils to develop an understanding of growth, decay and changed over time.</i>        | Use of materials – Pupils to be taught about the similarities and differences in relation to materials.<br><br>Ex - Children to know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.<br><br>P/C – relationships – Children to be taught to talk about past and present events in their own lives and in the lives and in the lives of family members. |
| Expressive Art & Design | What do I look like? Using different media – Pupils to be taught that tools can be used for a purpose.<br><br>Singing familiar songs and rhymes – Pupils to be taught how to explore and change sounds.<br><br><i>Welly Wednesday (Clay faces) – Pupils to be taught to describe the texture of different materials, Pupils to be taught to create simple representations of people.</i><br><br>Colour mixing – Pupils to be taught to explore colour and how colour can be changed.   | Painting, colour mixing – <i>Pupils to be taught what happens when they mix colours. Pupils to be taught how to choose particular colours to use for a purpose.</i><br><br>Junk modelling – Pupils to be taught that different media can be combined to create new effects.<br><br>Clay/Playdough<br>Pupils to be taught to create different textures.<br>Music – Pupils to be taught a repertoire of songs and dances and explore the different sounds of instruments.  | Junk Modelling – Pupils to be taught how to select appropriate resources and adapt work where necessary and how to select tools and techniques needed to shape, assemble and join materials they are using.<br><br><i>Welly Wednesday</i>   | Acting out the story – Pupils to be taught how to use a storyline or narrative in their play. Pupils to be taught how to play alongside other children who are engaged in the same theme and play co-operatively as part of a group to develop and act out a narrative.<br><br><i>Welly Wednesday (homes and habitats)</i>  | Making Party invitations and decorations – Pupils to be taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.<br><br><i>Welly Wednesday</i>   | Plan, do, review making homes using different material – Pupils to be taught how to use what they have learnt about media and materials in original ways, thinking about uses and purposes and how to represent their own ideas, thoughts and feelings through design and technology.<br><br><i>Welly Wednesday</i>   |
| PE                      | Real PE unit 1<br>Personal focus<br>Work on tasks individually<br>Follow instructions safely<br>Co-ordination and footwork<br>Static one leg balance   | Real PE unit 2<br>Social focus<br>I can work sensibly with others, sharing and taking turns.<br>Dynamic balance to agility jumping and landing.  | Real PE unit 3<br>Cognitive focus<br>Name things which they are good at<br>Understand how to follow instructions with simple rules.   | Real PE unit 4<br>Creative focus<br>I can explore and describe different movements.<br>I can observe and copy others.<br>Co-ordination ball skills<br>Counter balance with a partner  | Real PE unit 5<br>Physical focus<br>I can perform a small range of skills and link two movements together<br>I can perform a single skill or movement with some control<br>I can move confidently in different ways<br>Co-ordination sending and receiving agility and reaction responses.   | Real PE unit 6<br>Health and fitness<br>I am aware of why exercise is important for good health.<br>I am aware of the changes to the way I feel when I exercise.<br>Agility ball chasing<br>Static balance floor work.<br><br>Sports day practice.  |
| Parent/Carers           | Christmas & Harvest Festival Performance<br>FS Stay and Play Session.  |  | Literacy Workshops- Stay and Play<br>Phonics Stay and Play  |   | Invite Parents to afternoon tea/picnic making.<br>Sports Day.<br>Transition Meetings.  |   |

Cultural Capital

*Visit from the Library  
Story swap shop*

*Post Office Trip  
Baking  
Visit from the Vicar (via zoom)*

*Job visits  
Visit to/from the Library*

*Eggucation  
Police Visit*

*FS2 Cannon Hall Trip  
Making soup/healthy choices  
Fruit/vegetables tasting*

*Local area walk – Looking at different houses/  
buildings.*