



Laithes Foundation Stage Map Cycles of Learning FS1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Text Driver | | | | | | |
| | The Colour Monster | The Gingerbread Man/The three Little Pigs | Incredible You | We're Going on a Bear Hunt | Meg's Veg | Mad about Mini Beasts |
| 8 Key words for vocabulary | Feeling, sad, happy, fear, anger, calm, love, mixed-up. | Baker, jumped, wide, sly, far, next, before, | Incredible, | Under, Over, through, long, deep, | Vegetable, sowed, seed, grow. Compost, springtime, earth. Stake/hoe | |
| Personal, Social and Emotional Development | <p>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.</p> <p>Naming and recognising emotions in themselves and others. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Understand gradually how others might be feeling.</p> <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Special Objects- Show and Tell. People and Communities- photos of imagination at home</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive.</p> <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Pupils to be taught to speak about their own life at home and notice similarities and differences between themselves and peers.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Ongoing Objective: Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p><i>Transition into FS2, FS1 children to spend time with FS2 teachers.</i></p> |
| Communication & Language | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of songs.</p> <p><i>Introducing Vocabulary Tree/Curiosity Cube as a prompt for Communication and Language</i></p> <p><i>Wellcomm Assessment to be completed on all children.</i></p> <p><i>RWI book talk (where appropriate)</i></p> | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of song</p> <p>Developing Listening and Attention: Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p><i>Wellcomm activities based on baseline assessment/gaps</i></p> <p><i>RWI book talk (where appropriate)</i></p> | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of songs.</p> <p>Develop Conversation Skills: Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Begin to Organise Speech Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><i>Wellcomm activities based on baseline assessment/gaps</i></p> <p><i>RWI book talk (where appropriate)</i></p> | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of songs.</p> <p>Book Talk - Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Changing States/Weather Vocabulary</p> <p><i>Wellcomm activities based on baseline assessment/gaps</i></p> <p><i>RWI book talk (where appropriate)</i></p> | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of songs.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><i>Fruit/Veg tasting - Pupils are taught to Builds up vocabulary that reflects the breadth of their experiences.</i></p> <p><i>Growing Vegetables/curiosity cube for increased vocabulary.</i></p> <p><i>Wellcomm activities based on baseline assessment/gaps</i></p> <p><i>RWI book talk (where appropriate)</i></p> | <p>Daily Phonics/Speaking and Listening Activities</p> <p>Ongoing Objective - Enjoy listening to longer stories and can remember much of what happens.</p> <p>Ongoing Objective - Use a wider range of vocabulary.</p> <p>Ongoing Objective: Sing a large repertoire of songs.</p> <p>Organise Speech - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p><i>Butterfly/Life Cycle Vocabulary</i></p> <p><i>Wellcomm activities based on baseline assessment/gaps</i></p> <p><i>RWI book talk (where appropriate)</i></p> |

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| <p>Physical Development</p> | <p>Gross Motor skill activities- Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Dough Disco to support pencil grip and palm strength.</p> <p>Self Service Snack- Children taught to drink without spilling and feed self competently with a spoon.</p> <p>Progressive Fine Motor Skill Area to support development of skills- threading an object through a hole/mechanical toys.</p> | <p>Gross Motor Skills- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Getting Dressed- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Pencil Grip- Children are to be supported to begin to use three fingers (tripod grip) to hold writing tools</p> <p>Dough Disco to support pencil grip and palm strength.</p> <p>Self Service Snack- Children taught to drink without spilling and feed self competently with a spoon.</p> <p>Progressive Fine Motor Skill Area to support development of skills- threading beads/sewing through wooden frames</p> | <p>Gross Motor – Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Pencil Grip – Children should be taught to holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Safety- Children should be taught to begin to recognise danger and seeks support of significant adults for help.</p> <p>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)</p> <p>Dough Disco to support pencil grip and palm strength.</p> <p>Self Service Snack- Children taught to drink without spilling and feed self competently with a spoon.</p> <p>Progressive Fine Motor Skill Area to support development of skills- threading beads/sewing through wooden frames</p> | <p><i>Fine Motor Skills</i>- Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Self-Care- Pupils should be taught to usually manage washing and drying hands.</p> <p>Pencil grip – Children are to be taught to Use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Self Service Snack- Children taught to drink without spilling and feed self competently with a spoon.</p> <p>Dough Disco to support pencil grip and palm strength.</p> <p>Progressive Fine Motor Skill Area to support development of skills- weaving/sewing through wooden frames</p> | <p>Safety- Children should be taught to understand that equipment and tools have to be used safely.</p> <p>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.</p> <p>Choosing Appropriate Physical Skills- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>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.</p> <p>Progressive Fine Motor Skill Area to support development of skills- hessian sewing</p> | <p>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.</p> <p>Equipment Choice - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Progressive Fine Motor Skill Area to support development of skills- embroidery circles</p> |
| <p>Literacy</p> | <p>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)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Children are to be exposed to different stories, rhymes, poems or jingles.</p> <p>Rhymes, jingles, poems to be placed in the learning environment.</p> <p>Introduction to story baskets.</p> | <p>Daily Phonics (Phase One, RWI set one, where appropriate)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Ongoing Objective: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Children are to be taught to distinguish between the different marks that they make. (in conjunction with dough disco)</p> <p>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.</p> <p>Recognising name/making names.</p> | <p>Daily Phonics – Phonics (Phase One, RWI set one, where appropriate)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Ongoing Objective: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>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.</p> | <p>Daily Phonics (Phase One, RWI set one, where appropriate)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Ongoing Objective: Engage in extended conversations about stories, learning new vocabulary</p> <p>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.</p> <p>Children are to be taught to ascribe meaning to marks that they see in different places.</p> <p>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 anticipates key events and phrases in rhymes and stories and describe main story settings, events and principal characters.</p> <p>Children are to be taught to hears and say the initial sound in words.</p> | <p>Daily Phonics. (Phase One, RWI set one, where appropriate)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Ongoing Objective: Engage in extended conversations about stories, learning new vocabulary</p> <p>Ongoing Objective: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Ongoing Objective: Write some letters accurately.</p> <p>Name writing</p> <p>Children are to be encouraged to enjoy an increasing range of books through exposure to different types.</p> <p>Children are to be taught to hear and say initial sounds in words and to use some clearly identifiable letters to communicate meaning.</p> | <p>Daily Phonics. (Phase One, RWI set one, where appropriate)</p> <p>Ongoing Objective - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Ongoing Objective: Engage in extended conversations about stories, learning new vocabulary</p> <p>Ongoing Objective: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Ongoing Objective: Write some letters accurately.</p> <p>Children are to be taught to Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Name Writing.</p> |
| <p>Maths</p> | <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Consolidation of Number skills:</p> <p>White Rose – Five frames 1:1 counting, subsidizing, one more one less</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Consolidation of Number skills:</p> <p>White Rose – Five frames 1:1 counting, subsidizing, addition and subtraction.</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>White Rose – five frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>White Rose – ten frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>White Rose – ten frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.</p> | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>White Rose – ten frames, 1:1 counting, subsidizing, ordering numbers, number bonds, making comparisons between amounts.</p> |

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| Understanding the World | <p>Family, the world around us, what makes us special or unique – Begin to make sense of their own life-story and family's history. (ongoing objective)</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> <p>Ongoing Objective: Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> | <p>Family, the world around us, what makes us special or unique – Begin to make sense of their own life-story and family's history. (ongoing objective)</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> <p>Ongoing Objective: Explore how things work.</p> <p>Show interest in different occupations.</p> <p>The birth of Jesus through story telling and visits.</p> | <p>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.</p> <p>Ongoing Objective: Explore how things work.</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> <p>Continue developing positive attitudes about the differences between people.</p> | <p>Home & Habitats – Pupils should be taught to talk about some of the things they have observed such as plants, animals, natural and found objects..</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore and talk about different forces they can feel</p> <p>Ongoing Objective: Explore how things work.</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> | <p><i>Growing-</i> Plant seeds and care for growing plants.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Ongoing Objective: Explore how things work.</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> | <p><i>Growing-</i> Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Ongoing Objective: Explore how things work.</p> <p>Ongoing Objective: Talk about what they see, using a wide vocabulary</p> |
| Expressive Art & Design | <p>What do I look like? Colour mixing- Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p> <p>Ongoing Objective: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Listen with increased attention to sounds.</p> <p>Singing familiar songs and rhymes/instruments – Children singing favourite songs and exploring different instruments and the way that they sound.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> | <p>Painting, colour mixing – Children are to experiment with colour mixing using both powder and poster paints.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Ongoing Objective: Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Listen with increased attention to sounds.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> | <p>Junk Modelling – Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p><i>Clay/Playdough</i> <i>Pupils to be taught to create different textures.</i></p> <p>Being Imaginative - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> | <p>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.</p> <p>Speaking Creatively - Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Music- Play instruments with increasing control to express their feelings and ideas.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> | <p>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.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> | <p>Mini Makers- Create simple representations of events, people and objects.</p> <p>Being imaginative – Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Ongoing Objective: Remember and sing entire songs.</p> |
| PE (Where Appropriate) | <p>Real PE unit 1 Personal focus Work on tasks individually Follow instructions safely Co-ordination and footwork Static one leg balance</p> | <p>Real PE unit 2 Social focus I can work sensibly with others, sharing and taking turns. Dynamic balance to agility jumping and landing.</p> | <p>Real PE unit 3 Cognitive focus Name things which they are good at Understand how to follow instructions with simple rules.</p> | <p>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</p> | <p>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.</p> | <p>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.</p> <p>Sports day practice.</p> |
| Parent/Carers | | | | | | Meeting with parents for transition |
| Trips/Visits | | | | | | |