

Communication and Language

- To recall and retell events and experiences.
- To retell stories.
- To role-play stories.
- To develop language and vocabulary about settings, bears, hot and cold countries, old and new car and aeroplane's.
- Develop descriptive language about places.

Literacy

- To look at different settings in Ian Beck's books about 'Teddy'.
- To sequence stories, develop character descriptions and scene settings. To look at speech bubbles.
- To build and segment CVC and CVCC and CCVC words.
- To begin to read simple sentences. To write simple sentences.
- To make story maps, and change the end of stories.
- To look at non-fiction books about bears/hot and cold environments/cars and aeroplane's.

Understanding of the World

- To look at similarities and differences in the stories.
- To look at non-fiction books about bears and their different habitats.
- To look at seasons, ice, snow and melting. To look at changes in state/make jelly/melt various substances.
- To compare and contrast hot places and cold places in the world. Look at explorer Ernest Shackleton.
- Share experiences of the Christmas holidays.
- Explore New Year celebrations including British, Chinese & Persian New Year.
- Explore the Hindu festival of Holi.
- To look at the different settings talk about woods, beach and park.
- To look at the development of cars and look at Amelia Earhart to start thinking about transport.

Personal and Social and Emotional

- To express their feelings and talk about emotions.
- To empathise with characters and peers.
- To maintain attention and concentrate for longer periods.
- To ask questions and explain understanding.
- To talk positively about their own abilities.
- To become more organized for activities collecting appropriate resources and completing tasks with growing independence.
- Discuss aspirations, resilience and how to achieve goals and understanding the emotions that go with this.
- Discuss challenges and facing up to them.

Curriculum Map Foundation Stage Wonderful World Spring A 2023 J Pascoe L Hall C Boston



Home corner

Outside: Garage

Inside: Chinese restaurant/take away

Physical Development (Gross & Fine Motor)

- Continue to develop fine motor control, forming letters correctly and use scissors effectively.
- Form numbers correctly
- PE: Fundamentals: Unit 1
 - Balancing, running, jumping, changing direction, hopping, travelling
- Negotiate spaces safely, use movement skills with developing balance and co-ordination when playing games, play co-operatively, take turns and encourage others.

Mathematics

- Introducing zero as a number.
- Comparing quantities, identifying more or less/fewer.
- Composition of numerals to 8.
- Solving problems. I have 5, 3 are in the bucket how many are in my hand?
- Comparing weight – which is heavy and light.
- Capacity – which is full, half full? How many cups does it take to fill the jug?
- Pairs – what is a pair?
- Length and height – sorting longer/shorter, taller/shorter and wide/narrow.
- Sequencing events – using language now, before, later, soon, after, then and next, yesterday, today and tomorrow.

Expressive Art and Design

- Using different materials and techniques to create a planned effect – ink wash, use split pins, use collage materials to create different landscapes.
- Singing songs and moving to music. Acting out stories to music. Role-play stories. Using percussion instruments to accompany a story.
- Paintings of pictures from stories.
- Observational drawing of a bear
- Drawing to music.
- Perform songs, rhymes, poems, and stories with others, and try to move in time with music.