



# St Peter's Darwen Foundation Stage Curriculum Map Summer Term



"Trains, Planes and Automobiles" and "Who Lives in a Place Like This?"

By the end of Summer Term we expect that the majority of pupils will be able to...

Communication and Language	Physical Development	Personal Social and Emotional Development	Literacy
<ul style="list-style-type: none"> <li>• <b>Listening and attention</b> Listen attentively with sustained concentration to follow a story without pictures or props</li> <li>• <b>Understanding</b> Carry out instructions which contain several parts in a sequence</li> <li>• <b>Speaking</b> Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>	<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Begins to hop confidently and skip in time to music</li> <li>• Begin to be able to write on lines and control letter size</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of knows the importance for good health of physical exercise, a healthy diet, and talks about ways to keep healthy and safe.</li> </ul>	<p><b>Self confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Talk about the things he/she enjoys, and is good at, and about the things he/she does not find easy.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Know some ways to manage his/her feelings and is beginning to use these to maintain control</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Resolve minor disagreements through listening to come up with a fair solution</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reads and understands simple sentences</li> <li>• Uses phonic knowledge to decode regular words and reads them aloud and accurately</li> <li>• Reads some common irregular words</li> <li>• Demonstrates an understanding when talking with others about what they have read</li> <li>• Describes the main events in the stories he/she has read.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Attempts to write simple sentences in meaningful contexts</li> <li>• Uses his/her phonic knowledge to write words in ways which match spoken sounds</li> <li>• Writes some irregular common words</li> <li>• Writes simple sentences that can be read by himself/herself and others</li> <li>• Spell some words correctly and others are phonetically plausible</li> </ul>

## Maths

### Number

- Begins to identify his/her own mathematical problems based on his/her own interests and fascinations.
- Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number.
- Adds and subtracts using quantities and objects, 2 single digit numbers, and counts on or back to find the answer
- Solves problems including doubling, halving and sharing.
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### Shape, Space and Measure

- Uses everyday language related to time
- Begins to use everyday language related to money
- Orders and sequences familiar events
- Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

## Knowledge of the World

### People and communities

- Know the difference between past and present events in his/her own life and some reasons why people's lives were different in the past
- Know that other children have different likes and dislikes and that they might be good at different things.

### The World

- Knows that the environment and living things are influenced by human activity
- Know the properties of some materials and can suggest some of the purposes they are used for.

### Technology

- Knows that a range of technology is used in places such as homes and schools

## Art and Design

### Exploring and using media and materials

- Develop his/her own ideas through selecting and using materials and working on processes that interest him/her.
- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being imaginative

- Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## *Characteristics of Effective learning*

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.