



Little Acorns - Foundation Unit

Curriculum Progression Map

At Stoke Canon Primary School children of Preschool age and school Reception age learn and play together sharing our well-resourced indoor and outdoor areas. The children in the Foundation Unit follow the EYFS underpinned by the school's vision and values. Nurture and Grow Together through Compassion, Integrity and Kindness and through a caring Christian atmosphere. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

By the end of Reception a child at Stoke Canon primary School will be able to:

- Listen attentively and make comments about what they have heard and ask questions.
- Hold conversations when engaged in back and forth exchanges with adults and peers.
- Show an understanding of their own emotions and feelings.
- Set and work towards simple goals including being able to wait for what they want.
- Be confident to try new activities and show independence, resilience and perseverance
- Work and play cooperatively and take turns with others
- Demonstrate strength, balance and coordination
- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read and write words consistent with their phonic knowledge
- Have a deep understanding of numbers to 10 and recognise the patterns in the counting system.
- Talk about the lives of the people and communities around them and know the differences between them
- Invent, adapt and create well known stories and nursery rhymes.

Foundation Unit Curriculum Map 2025-2026 (Cycle B)

	Autumn		Spring		Summer	
School events	Harvest	Christmas		Easter		Sports day
Theme title	All About Me	Celebrations and Festivals	Around the world we go. .	Once Upon a time	Out in the Garden..	At the Seaside
Literacy	Read Write Inc Phonics - Reception My School - Now My Family – More My Feelings – Mood Hoover My Senses – Moo Moo Mooing My Emotions – Augustus & his smile	Read Write Inc Phonics - Reception Diwali/Bonfire Night – Colours that sparkle Light and Dark – Elmer & Wilbur Changing Seasons – Elmer in the snow Christmas – The Jolly Christmas Postman	Read Write Inc Phonics - Reception Africa – Handa’s Surprise Tanzania –The Little Red Hen Chinese New Year celebration – The Runaway Wok Solar System – Aliens love Underpants Poles - Lost and Found	Read Write Inc Phonics - Reception Traditional Tales - Little Red Riding Hood The Three Little Pigs Goldilocks and the three bears The Elves and the Shoemaker Easter – Cheer up chicken	Read Write Inc Phonics - Reception Mini-beasts – The Bad Tempered Ladybird Superworm Plants – Jack & the Beanstalk Oliver’s Vegetables. Growing and change - The hungry caterpillar	Read Write Inc Phonics - Reception My house and my street – The Jolly Postman Under the Sea - Commotion in the Ocean Rainbow Fish Sharing - Sharing a shell

Maths

Getting to know you

Match sort and
compare amounts

Explore pattern

Represent 1,2 and 3.

Circles and Triangles

Positional Language

Representing numbers
to 5

One more and one
less.

Shapes with 4 sides.

Introducing zero

Composition of
numbers to 5

Compare mass and
capacity.

Growing 6, 7, 8

Combining two
amounts

Making pairs

Length and Height

Time

Counting to 9 and 10.

3D shapes.

Patterns

Building numbers
beyond 20

Adding more

Taking Away

Doubling

Sharing and grouping

Odd and Even

Number bonds to 10

Consolidation

Understanding the World	<u>All About Me</u> Identifying their family. Commenting on photos of their family. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas. Listen out for and make note of children's discussion between themselves regarding their experience of the past.	<u>Christmas</u> Can talk about what they have done with their families during Christmas' in the past. Observe, measure and record how materials change when heated and cooled- Ice! Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. <u>Celebrations</u> Talk with the children about other celebrations or festivals they know of, or have experienced, that use fireworks, such as New Year's Eve, Diwali and Chinese New Year, Bonfire Night.	<u>Weather</u> Ask the children to think about life in other countries. Would they have the same people helping in Antarctica? Who would be helpful in very cold places? What about in very hot countries? Understand the different climates in other countries.	<u>Signs of Spring/ Easter</u> Explore spring festivals and celebrations, such as Holi, Mother's Day. Look at a Christian church and discuss the features that can be found both inside and outside a church. Use simple fieldwork and observational skills: walk the local area and what immediate location is like.	<u>Plants and Life Cycles</u> Source a butterfly kit. They provide caterpillars together with a food source and instructions on how to care for them as they grow and pupate. Eventually, you will be able to release butterflies into the wild. Plant cress seeds in different conditions (dark, light, with water and without water) Discuss how well they grew and why.	<u>Summer</u> Summer and the signs of summer. Floating and Sinking- Provide a selection of materials that could be used to make boats. Encourage children to make a boat using the materials and place them in the water tray to test if they float. Mapping skills- Draw a simple picture map and label particular features. Map can be linked to a story. Compass, map, follow, direction. X marks the spot.
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RE	Devon Agreed Syllabus: Why is the word 'God' so important to Christians?	Devon Agreed Syllabus: Why is Christmas special for Christians?	Devon Agreed Syllabus: Being special: where do we belong?	Devon Agreed Syllabus: Why is Easter special for Christians?	Devon Agreed Syllabus: Which places are special and why?	Devon Agreed Syllabus: Which stories are special and why?
	IWB Games Ipads – taking photographs Serial Mash - Purple Mash	IWB Games Ipads – taking photographs Serial Mash - Purple Mash	IWB Games Ipads – taking photographs Beebots – Serial Mash - Purple Mash	IWB Games Ipads – taking photographs Serial Mash - Purple Mash	IWB Games Ipads – taking photographs Serial Mash - Purple Mash	IWB Games Ipads – taking photographs Beebots – Navigating around a map Serial Mash - Purple Mash

Expressive Arts & Design	Charanga Music - Me!	Charanga Music - My Stories	Charanga Music - Everyone!	Charanga Music - Our World!	Charanga Music - Big Bear Funk	Charanga Music - Reflect, Rewind and replay.
	Complete a self-portrait	Use a paint splatter technique to create a firework picture	Shadow Art - Create shadows of the animals and draw them onto white paper.	Design and make a kite	Paint a flower	Design a map
	Draw a picture of the people in my family	Colour in Elmer the elephant	Handprint Little Red Hens	Make an Easter card	Cork Print Sheep	Paint a picture of our house
	Paint a picture of my friend	Make a stained glass snowman	Fruit Printing	Create an split pin Easter chick	Hungry Caterpillar art using paper plates	Paint a picture for our friends
	Create an owl baby	Create a Christmas card	Design an African piece of jewellery			Make a thank you card
	Make a handprint hedgehog	Make a salt dough decoration				
	Create a paper plate shell	Make a Chinese lantern and fan				
	Junk modelling available every day in the choosing environment	Junk modelling available every day in the choosing environment	Junk modelling available every day in the choosing environment	Junk modelling available every day in the choosing environment	Junk modelling available every day in the choosing environment	Junk modelling available every day in the choosing environment
	Building bricks	Building bricks	Building bricks	Building bricks	Building bricks	Building bricks
		Cooking	Cooking		Cooking	Cooking

[illegible]

	Throw, catch, roll and manipulate balls of different sizes and shapes.	Throw, catch, roll and manipulate balls of different sizes and shapes.	Throw, catch, roll and manipulate balls of different sizes and shapes.	Throw, catch, roll and manipulate balls of different sizes and shapes.	Throw, catch, roll and manipulate balls	Throw, catch, roll and manipulate balls of different sizes and shapes.
	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers
	Leap into Life PE	Leap into Life PE	Leap into Life PE	Leap into Life PE	Leap into Life PE	Leap into Life PE
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Throughout the year children will: • Learn to speak with confidence during circle/carpet times/ show and tell. • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Exploring through the Role play area • Learn new vocabulary relating to topics and build on descriptive vocabulary • Learn how to play Chinese whispers/ Simon Says. • Waiting for turn to talk in groups and during carpet time.					