



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 Chrisian 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 2026-2027 (Cycle A)						
	Autumn		**Spring**		**Summer**	
School events	**Harvest**	**Christmas**		**Easter**		**Sports day**
Theme title	**Rhyme Time, Who are you?**	**Celebrations and Festivals**	**People Who Help Us.**	**Knights, castles and pirates**	**Out in the Garden..**	**Off on our travels.. (transport)**
Literacy	**Read Write Inc Phonics - Reception** Traditional Nursery Rhymes Each Peach, Pear Plum - Allen Ahlberg Dear Zoo - Rod Campbell We're Going on a Bear Hunt - Micheal Rosen Duck in a Truck - Jez Albourough	**Read Write Inc Phonics - Reception** The Jolly Christmas postman - Allen and Janet Ahlberg Dipals Diwali - Twinkl original. Hello Autumn - Jo Lindley How to Catch a Rainbow - Naomi Jones	**Read Write Inc Phonics - Reception** Awesome Ambulances - Ant Parker DoctorSaurus - Emi-Lou May Topsy and Tim Meet the Police - Belinda Worsley & Jean Adamson Real Superheroes - DK & Julia Seal	**Read Write Inc Phonics - Reception** Pirate Pete - Nick Sharratt Zog - Julia Donaldson The Princess and the Pea - Traditional The Knight Pirates - Deborah Allwright & Peter Harris	**Read Write Inc Phonics - Reception** Hello Spring - Jo Lindley Luna Loves Gardening - Joseph Coelho Tad - Benji Davies Mr Ben - Zoo Keeper - Animation The Enormous Turnip- Traditional	**Read Write Inc Phonics - Reception** Runaway Train - Benedict Blathwayt Mr Grumpy's Motor Car – John Birningham Whatever Next - Jill Murphy Lost and Found - Oliver Jeffers We Catch a Bus - Katie Abey

	Oi Frog - Kes Gray	Hello Winter - Jo Lindley	You Can't Call an Elephant in an Emergency - David Tazzyman & Patricia Cleveland-Peck	The Pirates are coming! - John Condon	The Teeny Weeny Tadpole	
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	Traditional tales from around the world – explore rhyming or repetitive stories from different cultures, looking at similarities and differences. Where do the characters live? – find places such as farms, forests, cities, oceans and mountains on a globe or map. Homes around the world – compare the homes of characters in stories with homes children may be familiar with. Food from different cultures – explore foods mentioned in stories or try simple foods from different countries. Traditional clothing – look at clothing from different cultures and discuss when and why people might wear it. Family traditions –	**Christmas** Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. **Celebrations** 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.	Who helps us? – talk about different people who help us at home, school and in the wider community. Community helpers – explore the roles of firefighters, police officers, doctors, nurses, dentists, teachers, postal workers, builders, vets and shop workers. People who help me – children create a simple picture or map showing the people they can go to for help.	**Knights** Compare and contrast the Knights and extend the children's understanding by comparing and contrasting knights. **Castles** Understand and talk about the differences in different types of buildings, their construction and shapes. Find and label different parts of a castle. **Pirates** Create a class map and understand the different parts of a globe/world. Land and ocean. Think about where pirates might sail and the path/people they find along the way. Ask questions for open conversation, including do we think pirates are real.	**Plants and Life Cycles** 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.	**Transport** Understand the different types of transport e.g. cars, trains, planes, bicycles. Compare and contrast transport and identify which transport is appropriate for each task. Listen and extend learning about different transport the children talk about, noting discussion about past and future travel. Look at different countries around the world, understanding hot and cold countries.

	talk about how different families celebrate birthdays, festivals and special occasions.					
RE/Collective Worship	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?
Computing	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! Complete a self-portrait Draw a picture of the people in my family Humpty Dumpty collage – create Humpty using different textures, colours and materials. Five Little Ducks – make duck pictures using printing, feathers, paint and collage. Junk modelling and painting, art materials available every day in the choosing environment Building bricks	Charanga Music - My Stories Use a paint splatter technique to create a firework picture Colour in Elmer the elephant Make a stained glass snowman Create a Christmas card Make a salt dough decoration Make a Chinese lantern and fan Junk modelling and painting, art materials available every day in the choosing environment Building bricks Cooking	Charanga Music - Everyone! People Who Help Us portraits – paint or draw a portrait of a chosen community helper. Make badges – design badges showing different jobs. Emergency vehicle sounds – explore sirens and create sound effects using instruments. Junk modelling and painting, art materials available every day in the choosing environment Building bricks Cooking	Charanga Music - Our World! Create, design and make a whole class castle using junk modelling materials Map treasure maps Draw a castle and design a knight Make an obstacle course for the Knight to catch the princess Castle Role play area Pirate ship and figures small world Junk modelling and painting, art materials available every day in the choosing environment Building bricks	Charanga Music - Big Bear Funk Paint and create giant turnips Make and create and display about the progression of Tadpoles Design a garden and bouquet of flowers. Junk modelling and painting, art materials available every day in the choosing environment Building bricks Cooking	Charanga Music - Reflect, Rewind and replay. Have a transport themed role play, building a different theme every fortnight, Bus then plane. Use a cardboard box to act out Whatever Next story Learn transport songs Use cars and trains to create different tracks in paint. Make and design egg box trains. Junk modelling and painting, art materials available every day in the choosing environment Building bricks Cooking

Expressive Arts & Design	Daily songs Musical instruments in continuous provision	Daily songs Musical instruments in continuous provision Remembrance Day Christmas Nativity	Daily songs Musical instruments in continuous provision	Daily songs Musical instruments in continuous provision	Daily songs Musical instruments in continuous provision	Daily songs Musical instruments in continuous provision
Personal, Social & Emotional Development	SCARF: Me and my special people. Looking after my special people Circle time	SCARF: Friendships Being helpful at home and caring for our classroom Circle time	SCARF: What's safe to go onto my body Keeping myself safe (Including medicines) PSHE sessions at the end of every day: Circle time	SCARF: Bouncing back when things go wrong. Yes I can Circle time	SCARF: I'm special, you're special Same and different Circle time	SCARF: Seasons NSPCC Pants Campaign. Circle time
Physical Development	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways	Daily Wake and Shake Premier Sports once a week Moves freely and with pleasure and confidence in a range of ways

	Throw, catch, roll and manipulate balls of different sizes and shapes. Funky Fingers Leap into Life PE	Throw, catch, roll and manipulate balls of different sizes and shapes. Funky Fingers Leap into Life PE	Throw, catch, roll and manipulate balls of different sizes and shapes. Funky Fingers Leap into Life PE	Throw, catch, roll and manipulate balls of different sizes and shapes. Funky Fingers Leap into Life PE	Throw, catch, roll and manipulate balls Funky Fingers Leap into Life PE	Throw, catch, roll and manipulate balls of different sizes and shapes. Funky Fingers 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.					