




## Jubilee Primary Academy Foundation Stage Long Term Map

### Autumn 1 Who Am I?

<p><b>PSED</b></p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Can separate from main carer in new setting.</li> <li>• Explores a new environment and resources.</li> <li>• Talks with others to resolve conflict with support.</li> <li>• Can sit on the carpet to engage in input with support to settle.</li> <li>• Can follow one-step instructions.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Knows and understands what the behaviour expectations are.</li> <li>• Selects activities in the continuous provision that are of interest to them.</li> <li>• Can hang bag and coat on peg and take off coat independently.</li> <li>• Can use the toilet independently and wash hands when reminded.</li> <li>• Begins to use cutlery with support.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate friendly behaviour and initiate interactions.</li> <li>• Can play in a group extending ideas and responding to conversation.</li> <li>• Positively responds to adult interactions.</li> <li>• Can seek adult support and express their need.</li> </ul>								
<p><b>PSHE</b></p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• To know what makes me unique compared to others.</li> <li>• To begin to know what emotions are and how to express them.</li> <li>• To know what interests I have in my immediate environment.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" data-bbox="1379 863 1588 1002"> <tr> <td> happy</td> <td> excited</td> </tr> <tr> <td> angry</td> <td> silly</td> </tr> <tr> <td> afraid</td> <td> sad</td> </tr> <tr> <td> surprised</td> <td> worried</td> </tr> </table>  </div>			happy	excited	angry	silly	afraid	sad	surprised	worried
happy	excited										
angry	silly										
afraid	sad										
surprised	worried										
<p><b>CL</b></p>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Knows to look and listen when an adult is speaking.</li> <li>• Can listen to a picture book that is appropriate for stage.</li> <li>• Can identify characters in a story they like.</li> <li>• Can listen and join in to familiar songs.</li> <li>• Shows an understanding of simple questions.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Will interact using verbal communication.</li> <li>• Can make eye contact with person speaking to them.</li> <li>• Can use sentences that are well formed (grammar does not need to be correct).</li> <li>• Copies, practices and explores meaning of new vocabulary.</li> </ul>									
<p><b>PD</b></p>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Shows some control when making a variety of marks.</li> </ul>	<p><b>Gross Motor</b></p> <p><b>PE - How can I travel in different ways and develop my core strength?</b></p>									



	<ul style="list-style-type: none"> <li>• Gives meaning to marks that they make.</li> <li>• Shows control when making larger shapes (lines and circles).</li> <li>• Can use threading equipment with control.</li> <li>• Some dexterity and can use a five finger grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows control, flexibility and awareness of their own body.</li> <li>• Can move in a variety of ways (skipping, jumping, and shuffling).</li> <li>• Can copy simple dance moves and gestures.</li> <li>• Can throw, hit and kick a ball into a new space.</li> </ul>	
<b>Literacy</b>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Can orally and segment words.</li> <li>• Beginning to recognise some letters from set 1 and can say the corresponding sound.</li> <li>• Can repeat and join in with songs.</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Holds a story book and can turn the pages from front to back.</li> <li>• Shows an interest in reading and often chooses a book independently.</li> <li>• Comments on a character they like from the story.</li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Can draw their own large scale lines and circles.</li> <li>• Can use tools for mark making with increasing control.</li> <li>• Can identify sounds in own name.</li> <li>• Beginning to write some individual letters by saying the sounds.</li> <li>• Create their own representations of people.</li> </ul>
<b>Maths</b>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• To know how to count to 5.</li> <li>• To count in one to one correspondence.</li> <li>• To know how to subitise numbers to 5.</li> <li>• To represent numbers in different ways.</li> <li>• To select the correct numerals for the number.</li> </ul>	<p><b><u>Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <li>• To understand the system and language of counting.</li> <li>• Begins to mathematical language (more, less, bigger, smaller).</li> <li>• Sorts and collects objects in categories self-selected.</li> <li>• To identify names and properties of 2D shapes.</li> </ul>	
<b>UW</b>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• To know the people in their immediate family and what role they play.</li> <li>• To understand that some members of their family are older and younger.</li> <li>• To know the people in my school and what roles they play.</li> <li>• To talk about past events in my life (nursery, at home with parents, now in school).</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• To talk about their home and what it looks like.</li> <li>• To explore the different types of home people live in (flat, house, and boat).</li> <li>• To know what rooms I have in my home (garden, dining room, and bathroom).</li> <li>• To describe places they have been in their immediate environment. (Classroom, school, doctors, park, shops).</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Show curiosity and observes their immediate environment indoors and outdoors.</li> </ul>		



	<ul style="list-style-type: none"><li>• Describe what they can hear, see and feel.</li><li>• Notices features of their immediate environment (4 seasons).</li><li>• To know the importance of oral hygiene and why dentists are important.</li></ul> <p><b><u>RE</u></b></p> <ul style="list-style-type: none"><li>• To know what it means to belong to a family and class.</li><li>• To celebrate and understand the similarities and differences between peers.</li><li>• To recognise familiar places of worship in our local environment.</li></ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"><li>• To understand the difference between online and offline.</li><li>• To understand the importance of being kind online.</li><li>• To know how to seek help when something upsets them online.</li><li>• To know what to share and what to keep private online.</li></ul>
<b>EAD</b>	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"><li>• To know how to use drawing to create a plan.</li><li>• To know how to self-select resources to make a structure.</li><li>• To know what type of house I live in.</li><li>• To use simple tools and techniques to join resources together.</li></ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"><li>• To know how to use lines to make a closed space (house and face).</li><li>• To know how to draw a person with head, arms, legs and facial features.</li><li>• To use medium and large brushes to add colour to my self-portrait.</li><li>• To use a range of multi-media to create a self-portrait and my house.</li><li>• To look at how different artists draw portraits (Picasso and Frida Khalo).</li></ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"><li>• To know my body can make sounds and music.</li><li>• To know what sounds I hear in my house.</li><li>• To know a variety of familiar nursery rhymes and songs.</li><li>• To know how to change music (quiet, loud, fast and slow).</li><li>• Can match a sound to the correct noise maker.</li></ul>



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