



The Foundation Stage: Theme Map – Year 4

Year Four Themes		Superhero's/All about me	Sensational seasons	Ways of the World	Down on the Farm	Fantasy and reality often overlap	Oh I do like to be beside the seaside	
BRITISH VALUES	Drivers <i>(Linked to individual learning programs)</i>	Communication and language Conversations Expression <i>(Identifying individual communication needs to inform IEP targets and sessions, expressing and identifying own emotions)</i>	Listening and attention Responding, maintaining attention, games, listening to others and responding appropriately, including 1/2/3 key word instructions. Attention autism sessions.	Sharing texts Sharing and responding to a wide range of texts linked to theme – fiction, non-fiction, poems, rhymes etc. Exposing children to different cultures and religions.	Sharing ideas and thoughts Awareness of audience, commenting on activities and things around them, providing explanations to 'why' questions. <i>(Building confidence to communicate with a variety of people)</i>	Storytelling and role-play Engaging in play situations and experiences linked to familiar class text, using communication systems to join in with familiar words and phrases and activities. Sharing own experiences in play.	Questioning Responding to choices, questions and answering them using communication systems. Clarifying their understanding in an appropriate and functional way.	
	Individual education plan targets – Preparing for Employment; Communication & Interaction (supported by Speech and Language Therapy)							
	Theme specific language	To be confirmed linked to department wellbeing superhero's with HA.	Autumn, Winter, Spring, Summer, sun, rain, cloud, wind, snow, fog, hailstone, hot, cold, day, night	Hot, cold, different, school, Africa, recycle, world, country, paper, plastic, water, food	Farm, farmer, field, cow, sheep, hen, cat, dog, horse, duck, pig, tractor, goat, gate	Magic, spell, potion, magic wand, dream, sing, dance, costume	Sand, shell, bucket, spade, whale, sandcastle, sea, windy, warm, sandals, lifeguard, sun cream, ice cream, beach ball	
	Core language	Core language is individual to each child depending on their communication level, their individual communication targets/systems and the reading approaches they use. Please refer to their individual reading programs.						
	Physical Development	Gross motor – Sensory explorations Fine motor – Exploring paint and drawing	Gross motor – Coordination and bodily positional awareness Fine motor – Dough disco and malleable materials	Gross motor – Play movement with objects and adults Fine motor – manipulating objects	Gross motor – Stability and balance Fine motor – Small activities and exploring toys	Gross motor – Spatial awareness and agility Fine motor – Finger names, using different hand grasps to use a range of objects	Gross motor – Playing games and creating games Fine motor – puzzles and games	
	Individual education plan targets – Preparing for Good Health; Sensory and Physical, Health needs, diet, Mental health and wellbeing (supported by Occupational Therapy and Physiotherapy)							
		Personal care routines Creating individual care plans/feeding programs, developing an understanding of own belongings.	Healthy eating Tolerating and accepting looking/smelling/touching/tasting a variety of different foods, sorting healthy vs unhealthy.	Hand hygiene How to wash our hands correctly, how to dry our hands correct, importance of keeping ourselves clean	Dressing Developing dressing skills on individual basis, across the school day. Including clothes, zips, buttons etc.	Keeping ourselves safe Keeping ourselves safe during bathroom and dressing routines. Road safety, using equipment in a safe way.	Oral health Shared stories on tooth brushing and going to the dentist, looking at how to brush our teeth.	
	Individual education plan targets – Preparing for Independence; Self-Care, Travel, Budgeting/Shopping							
	PSED	Managing emotions Getting to know our peers and adults we are working with, identifying and understanding different emotions, talk about our emotions. <i>*Use motivator sheets*</i> Key workers introduced to families.	Looking after our bodies What do we need to do to keep our bodies healthy, what is a healthy diet, how can we make sure our bodies stay clean?	Persisting and waiting Waiting for turns in both work and play, solving a task and keep trying.	Sense of self Learning about body parts and how to keep ourselves clean, differences between ourselves and our friends.	Caring friendships Building relationships with our peers, having special friendships, deciding who we want to play with.	Resolving conflicts Learning how to accept other ideas, sharing toys, taking turns, how to be a kind friend.	
	Individual education plan targets – Preparing for Community Participation; Social & Emotional, Staying Safe, Friendships							
PHSE/RSE <i>Relationships education, Relationships and Sex</i>	Self-awareness Kind and un-kind behaviours and getting on with others – SA2 and SA5	Healthy lifestyle Taking care of physical health – HL2	The world I live in Respecting differences in people and jobs people do – WIL12 & 3	Changing and growing Changes at puberty – CG2	Self-care, support and safety Keeping safe online – SSS4	Self-care, support and safety Public and private – SSS5		

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	<p><i>education and Health education guidance.</i></p> <p>Characteristics of Effective Learning</p>	<p>Playing and Exploring Engagement Exploring indoor and outdoor environments, showing curiosity, and accessing play equipment</p>	<p>Active Learning Motivation Involvement and wellbeing levels during play and work sessions, levels of fascination</p>	<p>Creating and thinking critically Thinking and making links Identifying objects and understanding what they do, making links from home and school, testing ideas</p>	<p>Playing and Exploring Engagement Having a 'go', taking safe risks, initiating own activities, and building confidence.</p>	<p>Active Learning Goals and accomplishments Being proud of themselves, enjoy meeting challenges.</p>	<p>Creating and thinking critically Having my own ideas Communicate own likes/dislikes, solving problems, finding ways to do things.</p>
	<p>Individual education plan targets – Preparing for Employment; Cognition & Learning</p>						
Vehicles	<p>Literacy</p>	<p>Focus texts to choose from: Wellbeing superhero's: Be kind Be brave Be yourself Be mighty Be strong Be smart</p>	<p>Focus texts to choose from: Tree seasons come and seasons go Espresso fact clips Weather songs Non-fiction texts – weather/seasons</p>	<p>Focus texts to choose from: Handa's surprise It's ok to be different Hello to all the children song (different languages) Links to our link school in Africa – St Josephs.</p>	<p>Focus texts to choose from: Old Macdonald had a Farm The Little Red Hen Noisy Farm</p>	<p>Focus texts to choose from: The singing Mermaid Room on the Broom The smartest Giant in town</p>	<p>Focus texts to choose from: Toddle Waddle The Storm Whale One is a snail ten is a crab</p>
	<p>Pre-reading, reading and phonics mapping including individual pathways in addition to Literacy provision</p>						
	<p>Reading – Joining in Developing and using communication systems to comment and engage with texts. Talking about stories and repeating familiar phrases, retelling stories.</p> <p>Writing – Exploration <i>Sensory exploration using different tools, materials and equipment to create marks.</i></p>	<p>Reading – Non-fiction Experiencing the differences between fiction and non-fiction, real life images and situations and sharing own experiences.</p> <p>Writing – Mark making Gross motor mark making and activities to develop co-ordination and control.</p>	<p>Reading – Book skills Building interest and enjoyment in books, handling books, turning pages, front cover, back cover, talking about images in the books, left to right.</p> <p>Writing – Mark making Fine motor mark making and activities to develop co-ordination and control.</p>	<p>Reading – Anticipation Key events within focus stories, maintaining attention on focus texts, thinking about what might happen next, using key vocabulary introduced with key texts.</p> <p>Writing – Connections to mark making Focusing on our movements through cause and effect physically and digitally.</p>	<p>Reading – Rhyme and rhythm Begin to appreciate and experience rhythm and rhyme through songs, stories, poems, listening to syllables.</p> <p>Writing – Grasp and formation See 'writing progression' and pencil grip chart.</p>	<p>Reading – alliteration and voice sounds Exposure to alliteration and focusing on the initial sound to words, vocal sounds, sounds in the environments, sounds from others, beginning to orally segment and blend.</p> <p>Writing – Mark making for a purpose Observing adults creating marks for a purpose, providing children with a reason to write.</p>	
	<p>The pupils in the Foundation Stage will access Stage 0 activities linked to our whole school phonics scheme, which will provide them with opportunities to experience the pre-requisite skills needed for future reading. Please refer to the Song of sounds Stage 0 handbook for activities.</p>						
	<p>Maths</p>	<p>Getting to know you Settling in, introducing areas of provision, key times of the day, routines, learning where things belong – positional language, exploring inside and outside provision.</p>	<p>Sharing and grouping Focusing on sharing items across daily routine fairly, e.g. handing out drinks and food at snack time – give everyone 1 or 2 biscuits, setting up teddy bears picnic. Look at how we can group the 'same' objects.</p> <p><i>*See 'Find my pattern' guidance*</i></p>	<p>Just like me Matching, sorting, comparing amounts and size. Creating simple patterns with objects that have been sorted.</p> <p><i>*See 'Just like me' guidance*</i></p>	<p>Numbers to 5 Counting on and back to 5 using appropriate and familiar counting songs with props, subitise objects to 5, matching number names to numerals and quantities, understanding the final number counted means how many objects, mark making to represent 4 and 5, link birthdays to numbers.</p>	<p>2D and 3D shapes Explore and experiment with 2D and 3D shapes during playful experiences, including art, building, sorting, drawing, sand play etc. Look at properties of shape and compare similarities and differences between 2D and 3D shapes.</p>	<p>Comparing mass and size Recap and look at full, half full and empty using a range of materials and containers. Explore different sizes including small medium and big and then expand vocabulary to describe objects including tall, short, long, short.</p>

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					<i>*See 'light and dark' guidance*</i>	<i>*See 'it's me 1,2,3 and building 9,10' guidance*</i>	<i>*See 'Alive in 5' and 'growing 6,7,8' guidance*</i>
	Expressive Arts	Being imaginative and expressive Singing and dancing	Creating with materials Exploring colour linked to weather and seasons	Creating with materials Collage using different media	Being imaginative and expressive Having ideas and developing them	Creating with materials Drawing and painting	Being imaginative and expressive Role play
		Music Musical cues and joining in	Music Exploring sounds and how they make us feel	Music Moving in different ways to different music	Music Environmental sounds	Music Musical instruments	Music Creating rhythms
	Knowledge and Understanding the World	People Me and my family Communicating my likes/dislikes and choices. Discuss who is important to me and developing relationships with others.	The world Our physical world Look at the different weather and seasons and how they might link. Look at what celebrations we have in the different seasons. (Christmas in Winter)	The World My environment vs contrasting environments Look at hot and cold countries and how they have similarities and difference. Engage in outdoor play in different weathers to experience and look at the concept 'hot and cold'.	The World Living things and changes Look at different living things we can find on the farm. Look at baby and adult animals and the similarities and differences. Look at how they change over time.	People Now vs the past Developing an understanding of the past drawing on own experiences and then through shared stories and characters.	People People who help us Look at different occupations and how they help us. Look at people in our community and arrange visits from the different professionals.
		Technology Cause and effect Requesting and commenting on motivating cause and effect toys. Exploring different equipment and sharing toys favourite home.	Technology Making a choice Touch screen/switch skills choosing activities linked to interests and topic – weather and season songs.	Technology Operating equipment Making a variety of toys work. Commenting and requesting toys and learning how to make them work.	Technology Information technology Understanding that when we do something, it makes something else happens. What different things do we use technology for?	Technology Everyday technology Using technology skills we have developed across the year to access a variety of motivating equipment for a purpose.	Technology Computers vs iPad What is a computer? What is an iPad? What can we do one each of them? Turn taking games.
Religious Education <i>Taken from the CWaC statutory religious education SACRA syllabus for Early years and KS1.</i>	Teachings, Practices, Values, Themes & Concepts	Humanism Having a free choice and understanding how people have different beliefs.	Christianity How and why is Christmas celebrated for Christians. Who was Jesus and why is he important to Christians today?	Christianity/Judaism/Islam Special places – Discuss family holidays. Visit to a Church. What are your favourite places? How do favourite places make you feel? Look at photos of local places of worship and in different places around the world. Why are they special places to those who worship there? What happens inside a place of worship?	Islam What might happen at a Muslim marriage. How is this different to a Christian marriage? Hold a class role play marriage ceremony.	Christianity Why did Jesus teach people through stories? Special books- bring in special books and then show the bible- why is it special to them? Moral stories- the boy who cried wolf, good Samaritan, the lost sheep	Christianity What do we think about how the world was made and how should we look after it? Plant beanstalks/ looking at daffodils growth. Explain how Christians view the creation of the world and try to take care for it.
Enrichment Opportunities/Ideas	Superhero dress up day.	Community walks/visit to parks Weather experiments/creating weather reports in class CAFT/FOW Christmas party	Communication with ST Josephs – video calls/letters. Introducing a recycling bin in classroom	Visit a farm – Wheelock farm, Reaseheath. Tractor visit into school Visit a bakery/baker visit in school	Play barn/ play area visits – Blakemere, Polar Palace, Tots Tower.	Beach visit – Llandudno, Blackpool etc. Department beach themed day.	
Key EYFS dates and themed days linked to British culture	Bonfire themed week (last week)	Children in Need themed day Diwali themed day	Children's mental health awareness day Random acts of kindness day	Pancake day themed day Red nose day themed day Downs Syndrome awareness day	Deaf awareness day Sun awareness day National smile month	Children's Art week Healthy eating themed day Queen's birthday themed day	

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<i>Come and learn dates in bold</i>	Come and Learn session – linked to school routines and individual communication systems	Christmas themed weeks (last two weeks of half term) EYFS Christmas play – linked to this half terms 'come and learn' session with a PSED, CL, EAD focus.	Chinese New Year themed week (last week) The Great Foundation Stage bake off themed week – linked to this half terms 'come and learn' session with a maths focus.	Mother's Day (parents day) themed day – Linked to this half term 'come and learn' session with a UW focus International dance themed day Easter themed week (last week)	Come and learn sessions – with a Literacy focus.	Father's Day themed day Sports day – linked to this half terms 'come and learn' session with a PD focus. EYFS residential
Whole school themes and key dates		Remembrance themed day and assembly (11 th November)	Safer internet themed day	World Book day		Graduation – whole of Primary Transitions

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