

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

Term/ Topic	Prime areas			Specific areas			
	PSED	C&L	PD	Literacy	Mathematics	UW	EAD
<p>Autumn 1</p> <p>'Marvellous Me'</p> <p>Baseline Assessment (approx. 5 weeks)</p>	<p>Jigsaw 1 - 'Being Me in My World'</p> <p>Transition to school and settling in. Making new friends. Getting to know each other and how to work and play as a team in our class.</p> <p>Use the word 'independent' in doing things for ourselves.</p> <p>Rights Respecting Stories/Good to be Green behaviour. Create class rules and learn the routines.</p> <p>Being responsible: choosing own resources, being tidy, being kind and helpful.</p> <p>Take part in turn taking games and share toys with others.</p> <p>Talk about family and other people that are important to us.</p> <p>Celebrating successes: Sharing special books, vows and independent learning display.</p> <p>Introduce Kagan strategies: Up moving and mixing.</p> <p>Be confident to try new activities and have a go.</p> <p>Think about our feelings.</p>	<p>Talking to others, being friendly, asking questions and listening to our friends (Active learning).</p> <p>Beginning to use more complex sentences.</p> <p>Following instructions.</p> <p>Using talk to share ideas, retell events and organise our thoughts.</p> <p>Introduce Kagan strategies: Rally Robin, Time Pair Share.</p> <p>Respond to 'how' 'why' questions in response to stories or events.</p> <p>Take part in circle time.</p> <p>Role play, with friends, in the home corner and with small world toys.</p>	<p>Risk assessments for play trail are shared and modelled</p> <p>Using scissors safely.</p> <p>Daily storycises</p> <p>Practising on bicycles and wearing helmets to keep safe.</p> <p>Dressing ourselves.</p> <p>Learning to travel in a variety of ways including hopping, jumping, rolling, turning and skipping.</p> <p>Move safely with confidence, and control. Learn to balance on different parts on the body.</p> <p>Develop our fine motor skills; threading beads to make friendship bracelets and manipulating play dough.</p> <p>Develop hand control using different mark making tools.</p> <p>Understand that exercise, eating the right foods, sleeping, washing and cleaning our teeth keep us fit and healthy.</p>	<p>Recognising our name.</p> <p>Listening to stories.</p> <p>Joining in with repeated refrains.</p> <p>Picture books to be sent home.</p> <p>Phonics Phase 1 games. Hear the first sound in a word. Model robot talking to hear sounds in words. Learn to listen carefully to blend - squash sounds together to hear words.</p> <p>Rhyming.</p> <p>Phonics Phase 2. Link sounds to the letters: s a t p i n m d g o c k c k e u r</p> <p>Making marks, and talking about them.</p>	<p>Counting up in 1s to 20.</p> <p>1:1 correspondence.</p> <p>Count carefully - moving to count and counting to check how many.</p> <p>Exploring shape (Geoboards, Tip Tap).</p> <p>Learning how to play counting games and matching games.</p> <p>Repeating patterns.</p> <p>Use the words <i>more</i> and <i>less</i> to talk about amounts.</p> <p>Measure how tall we are and how big our hands and feet are.</p> <p>Use the words <i>tall short big</i> and <i>small</i> to compare size.</p> <p>Create charts to show our favourite toys, food and pets.</p>	<p>RE 1 - 'Special People' People who are special to us: our families.</p> <p>Talk about where we live and who we live with.</p> <p>Talk about similarities and differences between friends.</p> <p>Look at how we have grown and changed since we were born.</p> <p>Find out about and name different parts of the body.</p> <p>Go on sound walks with friends around the school.</p> <p>Use our senses to explore.</p> <p>Commenting on our surroundings and what we observe.</p> <p>Searching for signs of Autumn.</p> <p>Harvest.</p> <p>Learning to interact with age appropriate ICT software. Counting and sound games.</p>	<p>Paint self portraits</p> <p>Representing our homes using different media.</p> <p>Role-play in the home corner.</p> <p>Act out different scenarios with friends.</p> <p>Learn new songs and rhymes.</p> <p>Explore different sounds; voice, instruments, environmental.</p>

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

<p>Autumn 2 'Once Upon A Time'</p>	<p>Jigsaw 2 - 'Celebrating Difference'</p> <p>Playing in a group, extending on role play, using fairy tale language to re-enact fairy tale stories with the refrains.</p> <p>Developing good friendships. Being considerate to others.</p> <p>Learning what to say when taking turns and sharing.</p> <p>Introduce timers and lists to wait for a popular resource.</p> <p>Be confident to try new activities and have a go.</p> <p>Talk about what we want to do, make or find out about and choose the resources to do our chosen activities. Introduce <i>'we are the boss of our own learning!'</i></p> <p>Think about how we have learned using the Dinosaurs CoEL</p>	<p>Attend assemblies, sitting quietly, listening to the topic.</p> <p>Listening to fairy tale stories with increasing attention and recall.</p> <p>Using story language.</p> <p>Introduces a storyline or narrative into play.</p> <p>Listen to stories and retell those using props</p> <p>Respond to 'how' 'why' questions in response to stories or events.</p> <p>Story making using actions and repeated language - Little Jack</p> <p>Recall stories creating our own story maps to sequence.</p> <p>Use 'sticky words' such as <i>and because but so</i> to join our ideas together and extend our sentences.</p> <p>Hot seat characters from traditional tales.</p>	<p>Fine motor control activities; making split pin characters, creating patterns with pegs and boards, threading, manipulating play dough and cutting out puppets and masks.</p> <p>Learning to form recognisable letters and numbers.</p> <p>Doing up our coats, taking off wellies and putting on hats, gloves and scarves ready for winter.</p> <p>Develop multi game skills using a variety of equipment.</p> <p>Daily Storycises</p> <p>Make bridges and houses with a range of small and large equipment.</p> <p>Use tools safely</p>	<p>Continue a rhyming string; cat, hat, mat.....</p> <p>Traditional tales.</p> <p>Listen to stories with friends, join in repeated phrases and use small world, masks, puppets to retell stories.</p> <p>Link sounds to the letters: h b f ff l ll j v w x y z zz qu</p> <p>Learn to sound and blend - squash sounds together to read words and captions.</p> <p>Begin to robot talk Write lists and simple captions</p> <p>Read the tricky words: the to I no go into he she be me we was</p> <p>Spell the tricky words: the to no go I into</p> <p>Name tracing. Read and write own name with correct letter formation.</p> <p>Use the words <i>heroes</i> and <i>villains</i> to talk about the characters.</p> <p>Write letters and post these in the Jolly postman's postbox such as a sorry letter from Goldilocks, a wanted poster for the big bad wolf. Letters to Santa.</p> <p>Guided reading</p>	<p>Counting up in 1s to 30 / 40.</p> <p>Counting back from 10.</p> <p>Recognising numerals.</p> <p>Ordering numerals correctly to 5, 10 and introduce numerals to 20.</p> <p>Learning about the seasons, days of the week.</p> <p>Find 1 more and 1 less than a number.</p> <p>Find the total of two groups by counting how many altogether or by counting on from the biggest number.</p> <p>Record our scores in games such as skittles.</p> <p>Share different amounts of raisins between gingerbread men.</p> <p>Name and talk about 2D and 3D shapes when we show our models.</p> <p>Create different repeating patterns; sound, colour, size, shape.</p> <p>Use positional words to describe where something is.</p> <p>Play 'what's the time Mr Wolf?'</p>	<p>RE 2 - 'Christmas'</p> <p>Bonfire Night.</p> <p>Remembrance Day</p> <p>Talking about special events for our families (Christmas - joining in with family customs and routines).</p> <p>Making Gingerbread Men.</p> <p>Talk about similarities and differences between characters.</p> <p>Use the internet to find out more about wolves and bears.</p> <p>Draw maps of the routes taken by story characters</p> <p>Use our senses to explore porridge dry/wet oats and create potions in our new mud kitchen.</p> <p>Taste porridge with different toppings</p> <p>Use senses to explore 'red' objects; candles, magnets, cellophane, beads etc.</p>	<p>Split pin characters and puppets from fairy tales.</p> <p>Role play masks</p> <p>Act out different fictional stories.</p> <p>Create houses for the 3 little pigs.</p> <p>Bonfire Night fireworks pictures.</p> <p>Christmas activities: paper chains, Christmas cards, listening to Christmas music and singing along.</p> <p>Taking part in Christmas Nativity.</p> <p>Singing familiar songs.</p> <p>Build a bridge for the 3 billy goats</p> <p>Make a raft for the gingerbread man.</p> <p>Explore the different sounds that instruments make and start/stop on a signal.</p>
--	---	--	---	---	---	---	--

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

Term/ Topic	Prime areas			Specific areas			
	PSED	C&L	M&H	Literacy	Numeracy	UW	EAD
<p>Spring 1 'People Who Help Us'</p>	<p>Jigsaw 3 - 'Dreams and Goals'</p> <p>Being confident to speak to others about interests, wants and needs..</p> <p>Taking account of what others say.</p> <p>Interacting with others in the Drs surgery.</p> <p>Understanding what is fair and unfair, and what is right and wrong; Understanding school and class rules.</p> <p>Use the word 'persevere' when taking on a new challenge - we can do it!</p> <p>Describe ourselves positively and talk about our abilities.</p> <p>Ask appropriate questions of others.</p>	<p>Listen attentively and sit quietly when it is appropriate.</p> <p>Be detectives and think of questions to ask visitors, so we can find out about their jobs; fire-fighters, nurse, police, coastguard, beach warden, RNLI....</p> <p>Exploring the meaning and sound of new words linked to topic.</p> <p>Using role-play language in the 'Doctor's Surgery' home corner.</p> <p>Asking 'how' and 'why' questions to find out information.</p> <p>Able to follow a story without pictures.</p> <p>To role play different jobs e.g. doctor in a Hospital. Make appointments on the telephone.</p> <p>Make our own people who help us puppets /masks/paintings and talk about how they help us.</p>	<p>Multiskills (ball skills, control, accuracy, co-ordination).</p> <p>Daily Storycises</p> <p>Understand that exercise, eating the right foods, sleeping, washing and cleaning our teeth keep us fit and healthy.</p> <p>Uses simple tools to effect changes to materials (junk modelling emergency vehicles).</p> <p>Talk about healthy practices and how to keep ourselves safe.</p> <p>Develop our fine motor skills doing things like painting outside using large brushes, chalking outside, cutting carefully with scissors, threading and joining paper with split pins.</p> <p>Practise forming our letters, so they are small and smart.</p>	<p>Recap naming and sounding letters of the alphabet.</p> <p>Phonics Phase 3 ch sh th/th ng ai ee igh oa oo/oo ar or ur ow oi er ure air ear Read the tricky words: you are all they my her. Read HFW: with this that them then will see for look down now too. Spell the tricky words: he she me we be was</p> <p>Begin to write short sentences by segmenting and blending. Learning to use a capital letter, finger space and full stop.</p> <p>Guided reading Beginning to read books with longer sentences, predicting what will happen next, recall information, use our finger to follow the words and look carefully at the pictures (decoding).</p> <p>Share non-fiction books and use the computer to find out facts and information.</p>	<p>Saying numbers in order 0-50.</p> <p>Counting back from 20-0.</p> <p>Read, order and write numbers to 20 and beyond for some.</p> <p>Learning about months of the year and seasons.</p> <p>Counting on from a number: (one more one less).</p> <p>Addition: Find the total number of items in two groups by counting all of them and practice counting on. Begin to record our ideas and write addition number sentences using the signs + =.</p> <p>Number bonds.</p> <p>2D shape and properties.</p> <p>3D shape and properties.</p> <p>Money.</p> <p>How many in 1 minute?</p>	<p>RE 3 - 'Celebrations'</p> <p>Showing an interest in different ways of life, people who help us, different occupations.</p> <p>Visits from Fireman Jon, the nurse, RNLI, coastguard and other people who help us.</p> <p>Chinese New Year.</p> <p>Mother's Day.</p> <p>Find out about Florence Nightingale, a famous nurse.</p> <p>Find out about Grace Darling, lighthouse keeper.</p> <p>Explore ice and see how it changes.</p> <p>Learning to interact with age appropriate ICT software. Number and reading games.</p> <p>Use the internet to find out more about people who help us.</p> <p>Watch newsround to find out what is happening in the world.</p>	<p>Painting a picture of someone who helps us.</p> <p>Chinese New Year arts and crafts (lanterns, calligraphy, dragons).</p> <p>Listening to Chinese music and joining in.</p> <p>Mother's Day cards.</p> <p>Making emergency vehicles using junk modelling; selecting tools and resources to join and assemble.</p> <p>Explore mixing colours Use a variety of media to create pictures.</p> <p>Role play in the Drs Surgery. Dress up for different jobs e.g police, fire service and role playing different emergencies.</p> <p>Sing new songs.</p> <p>Play percussion instruments, start and stop playing on a given signal and create sound patterns.</p>

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

<p>Spring 2 'Dinosaurs'</p>	<p>Jigsaw 4 - 'Healthy Me'</p> <p>Be confident to try new activities and have a go.</p> <p>Talk about what we want to do, make or find out about and choose the resources to do our chosen activities.</p> <p>Listen to others' ideas when organising an activity.</p> <p>Talk about our own and others' behaviour and its consequences.</p> <p>Discuss the importance of looking after our world and caring for the environment.</p> <p>Find out what 'extinct' means and what other animals may be endangered.</p> <p>Discuss attributes to be a palaeontologist; patience, perseverance.</p>	<p>Exploring the meaning and sound of new words linked to topic.</p> <p>Understanding humour and nonsense jokes (Dinosaurs love underpants).</p> <p>Story making using actions and repeated language - Dinosaur Roar</p> <p>Recall stories creating our own story maps.</p> <p>Respond to 'how' 'why' questions in response to stories or events.</p> <p>Extend our vocabulary by naming and grouping things - carnivore, herbivore, omnivore, extinct, paleontologist and lots of dinosaur names!</p>	<p>PE: Learn multi game skills, dance (movements like dinosaurs to music).</p> <p>Daily Storycises</p> <p>Observe the effects of exercise on our bodies.</p> <p>Fine motor: manipulating materials to change them.</p> <p>Develop our fine motor skills doing things like excavating using large brushes, digging, scraping, and chipping. Chalking outside, cutting carefully with scissors, threading and joining paper with split pins.</p> <p>Make junk models e.g. dinosaurs</p> <p>Use tools safely making sure they are looked after.</p> <p>Practise forming our letters, so they are small and smart. Introduce joining digraphs.</p>	<p>Phonics phase 3 continued. Practise our robot talking and blending skills. Spell HFWs with will them then for down now too look see that this. Read and spell 2 syllable words. Learn 2/3 letter sounds and use these as we begin to read and write captions and simple sentences about dinosaurs.</p> <p>Recognise our high frequency and tricky words.</p> <p>Name the letters of the alphabet.</p> <p>Story making - Dinosaur Roar</p> <p>Use 'wow' words (adjectives) to describe dinosaurs; sharp teeth, long neck, short tail.</p> <p>Use the sticky word 'and' to join sentences when writing.</p> <p>Share non-fiction books and use the computer to find out facts and information to answer our own questions about dinosaurs.</p> <p>Share dinosaur stories. Guided reading</p>	<p>Counting up to 60/70.</p> <p>Counting back from 20.</p> <p>Counting in 2s.</p> <p>Read, order and write numbers to 20 and beyond.</p> <p>2D shape pictures.</p> <p>Use subtraction to take away and count how many are left. Begin to record our ideas and write subtraction number sentences using the signs - =.</p> <p>Measure out how the actual lengths of different dinosaurs.</p> <p>Create a class pictogram of our favourite dinosaurs.</p> <p>Money.</p> <p>Weight, balance scales exploration, language and ordering.</p>	<p>RE 4 - 'Easter'</p> <p>Understanding Easter celebration: joining in with family customs and routines.</p> <p>Easter story: new life.</p> <p>Learning about how long ago dinosaurs lived: then and now.</p> <p>Find out about Mary Anning, a famous local fossil hunter and be a paleontologist!</p> <p>Find out what the Earth was like when the dinosaurs roamed. How was it different?</p> <p>Create a dinosaur land (tuff tray)</p> <p>Group dinosaurs according to observations e.g. horns/no horns, walks on 2 legs/4 legs.</p> <p>Use the internet to find out more about dinosaurs. What did they eat? Did they lay eggs? Explore ice eggs!</p> <p>Talk about how and why the dinosaurs became extinct.</p> <p>Talk about the seasons and look for signs of spring in our school grounds. Photograph what we see.</p>	<p>Easter Activities (cooking pancakes, Easter baskets, cards).</p> <p>Decorating eggs.</p> <p>Making dinosaurs from junk modelling.</p> <p>Dinosaur songs and movements.</p> <p>Salt dough fossils</p> <p>Explore 'whorls' and create our own ammonite fossils with modeling clay.</p> <p>Vincent Van Gogh's swirls in starry night and nature</p> <p>Make dinosaur skeletons using art straws.</p> <p>Play percussion instruments, thinking about repeating rhythmic patterns and volume.</p>
---	---	--	--	---	---	---	---

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

Term/ Topic	Prime areas			Specific areas			
	PSED	C&L	M&H	Literacy	Numeracy	UW	EAD
<p align="center">Summer 1 'Out in the garden'</p>	<p>Jigsaw 5 - 'Relationships'</p> <p>Getting on and falling out: (conflict resolution).</p> <p>Talk about our own and others' behaviour and its consequences.</p> <p>Using words to solve problems.</p> <p>Taking responsibility for looking after plants and butterflies, treating our environment with care.</p> <p>Be confident to try new activities and have a go.</p> <p>Talk about what we want to do, make or find out about and choose the resources to do our chosen activities.</p> <p>Listen to others' ideas when organising an activity.</p>	<p>Story making using actions and repeated language - The lost caterpillar</p> <p>Recall stories creating our own story maps.</p> <p>Respond to 'how' 'why' questions in response to stories or events.</p> <p>Extend our vocabulary by naming and grouping things - insects, habitats, germinate, hibernate</p> <p>Use time words to sequence events; first next then finally.</p>	<p>Gym: (movements, making shapes, jumping off objects and landing safely).</p> <p>Travel with confidence over, under, around, through and balance on climbing equipment.</p> <p>Practise our ball skills; throwing catching, kicking, patting.</p> <p>Develop our fine motor skills doing things like threading beads to make caterpillars, cutting mini beast patterns; spirals, stripes, spots, wiggly lines.</p> <p>Make junk model mini beasts</p> <p>Practise forming our letters, so they are small and smart.</p> <p>Understand how to keep ourselves safe in the summer; hats, cream, drinking water.</p>	<p>Phonics - Begin phase 4 Learn letter blends 'clusters' st nd mp nk nt ft sk lt lp lf lk pt xt tr dr gr cr br fr bl fl gl pl cl sl sp tw sm pr sc sk sn nch scr shr thr str. Read TWS said come some do so have like were little there one when what out. Read HFWs went it's from just help children. Spell TWS you are all they my her.</p> <p>Share non-fiction books and use the computer to find out facts and information to answer our own questions about mini beasts and plants.</p> <p>Introduce time words; first, next, then, finally and bossy words (verbs) to write instructions on how to plant a seed.</p> <p>Write mini beast riddles and facts.</p> <p>Share bug stories.</p> <p>Write short sentences about what we changes we can see happening with the butterflies and tadpoles.</p> <p>Guided reading</p>	<p>Counting up to 100 and finding numerals on 100 square - splat game. Looking for patterns on 100 sq</p> <p>Counting in 2s and 10s.</p> <p>Introduce time vocabulary and sequence events.</p> <p>Mini beast tally charts</p> <p>Sorting mini beasts by legs/spots/wings etc.</p> <p>Symmetry and pattern</p> <p>Doubling and halving</p> <p>Know what o'clock looks like when exploring time (Bad tempered ladybird)</p>	<p>RE 5 - 'Story Time'</p> <p>Learning about how things grow and change.</p> <p>Making comments on planted seeds, changing tadpoles and growing butterflies.</p> <p>Snail hunt and observations as they eat lettuce.</p> <p>Bug hunt (recording).</p> <p>Ordering life cycles.</p> <p>Use Bee-Bots and the Bee-Bot app on tablets to develop directional language and programming sequence skills.</p> <p>Create a mini beast world (tuff tray) and bug hotel</p> <p>Use the internet to find out more about plants and mini beasts.</p>	<p>Colour mixing (grids).</p> <p>Symmetrical butterfly paintings.</p> <p>Pictures of fruit halves (chalk pastels).</p> <p>Bird feeders (lard, pine cone, string and seed).</p> <p>Ladybird pebbles (paint).</p> <p>Making mini-beast hats.</p> <p>Singing mini-beast songs.</p> <p>Andy Goldsworthy natural art.</p>

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)

<p>Summer 2 'At the Seaside'</p>	<p>Jigsaw 6 - 'Changing Me'</p> <p>Confidence to take part in the class assembly.</p> <p>Talking about what we are good at. Think about <u>how</u> we have learned and celebrate success by looking at our 'special books'</p> <p>Discussing how we are feeling as we prepare to move to Year 1.</p> <p>Sportsmanship.</p> <p>Read Rainbow fish and discuss philosophical questions.</p>	<p>Respond to 'how' 'why' questions in response to stories or events.</p> <p>Role play pirates, mermaids, seaside holidays.</p> <p>Learn pirate phrases to enhance role play.</p> <p>Extend our vocabulary by naming and grouping things - town, city, coast, float, sink, full, half-full, empty....and many more!</p> <p>Using a range of tenses.</p> <p>Hot seat a real pirate!</p>	<p>Practice for Sports Day.</p> <p>'Sun and seaside Safety'.</p> <p>Importance of drinking water.</p> <p>Practise our ball skills; throwing catching, kicking, patting and aiming.</p> <p>Develop our fine motor skills doing things like threading beads to make golden necklaces for our treasure chest, cutting out fish shapes, making a split pin sea creatures and Punch and Judy.</p> <p>Make junk model telescopes, light houses, cutlass, eye patch and boats.</p> <p>Practise forming our letters, so they are small and smart.</p>	<p>Phonics recap areas of weakness based on assessment. Practise our robot talking and blending, especially 2+ syllable words.</p> <p>Name the letters of the alphabet.</p> <p>Share non-fiction books and use the computer to find out facts and information to answer our own questions about sea creatures.</p> <p>Write postcards.</p> <p>Read clues for a treasure hunt.</p> <p>Write a message in a bottle.</p> <p>Write descriptions using wow words.</p> <p>Read and write 'what am I?' riddles</p> <p>Share pirate and mermaid stories.</p> <p>Read poems and rhymes.</p> <p>Recognise and spell our high frequency and tricky words.</p> <p>Writing questions for new teacher as part of transition to Year 1.</p> <p>Guided reading</p>	<p>Looking for patterns on a 100 square.</p> <p>Counting in steps of 2, 5 and 10</p> <p>Using addition, subtraction, doubling and halving to solve problems</p> <p>Number bonds to 5 then 10</p> <p>Sharing (early division).</p> <p>Develop own areas of interest in mathematics.</p> <p>Capacity. Length. Mass.</p> <p>Explore timers and use these to record how long things take.</p> <p>Programme the beebots to go different places on treasure map, using the words; forward, backwards, turn left, turn right, go.</p> <p>Make our own maps and use positional language to say where things are and how to get there.</p> <p>Use simple grid coordinates.</p> <p>Make patterns with shells and pebbles</p>	<p>RE 6 - 'Special Places'</p> <p>Father's Day.</p> <p>Discussing holidays and what to take with you.</p> <p>Explore floating and sinking.</p> <p>Use the internet to find out more about our favourite sea creatures.</p> <p>A trip to the seaside.</p> <p>Compare the town of Swanage to a city, how are they the same /different?</p> <p>Name and talk about features.</p> <p>Look at seascides now and then.</p> <p>Sand and water play.</p>	<p>Class assembly.</p> <p>Father's Day cards.</p> <p>Explore colour mixing</p> <p>Sing seaside songs.</p> <p>Play percussion instruments, thinking about repeating rhythmic patterns, volume and tempo.</p> <p>Create natural art on the beach.</p> <p>Make treasure chests and treasure.</p> <p>Pirate day</p>
--	--	--	---	--	--	--	---

St Mark's CE Primary School Foundation Stage Long Term Plan / Curriculum Map 2017 - 2018 (Linked to Development Matters)