

## FS2 Curriculum Document



The following curriculum is based on the Early Years Framework.

Our Curriculum Drivers are the factors that we value as a school. All of the adults in school model and actively teach the **Lawn Values of Responsibility, Respect, Teamwork, Initiative, Integrity and Empathy**. These values are woven through our curriculum in EYFS and form part of our classroom ethos. Alongside these are our **Trust values of Respect, Kindness, Equality and Creativity**.

### The Characteristics of Effective Learning:

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. The Characteristics of Effective Learning are:

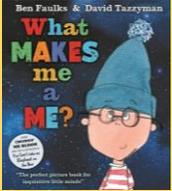
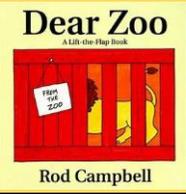
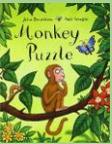
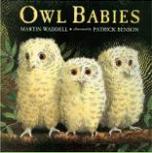
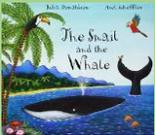
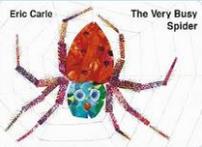
**Playing and exploring** – children investigate and experience things, and ‘have a go’.

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These are the behaviours that the children use in order to learn. To learn well children must approach each opportunity with enthusiasm, curiosity and energy. A child displaying these abilities and attitudes will be a strong learner and will be able to make good progress across all areas of learning,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Learning Nutrient</u>	<i>Ambition</i>	<i>Challenge</i>	<i>Positivity and Praise</i>	<i>Celebrating and Reviewing</i>	<i>Coach and Support Others</i>	<i>Making choices to support next steps</i>
Topic	<b>Marvellous Me</b>	<b>Let's Celebrate!</b>	<b>Explorers</b>	<b>Explorers</b>	<b>Castles and Traditional Tales Once Upon a Time...</b>	<b>Minibeast Madness</b>
<i>Link to Global Citizenship Curriculum</i>	<i>Baseline (3 weeks) Plus observations for own Baseline.  We Are All Unique</i>		<i>Clean Green World (Whole school do this in Summer term, but this links with our Spring term topic)</i>		<i>Freedom and Equality</i>	

<p><b>Key texts</b></p>	<p>'What Makes me a Me' by Ben Foulkes</p>  <p>'Dear Zoo' by Rod Campbell</p> 	<p>'Little Glow' by Katie Sahota and Harry Woodgate</p> 	<p>'Say Hello to the Snowy animals'</p>  <p>'Monkey Puzzle' by Julia Donaldson</p>  <p>'Owl Babies' by Martin Waddell</p> 	<p>'The Smeds and the Smoos' by Julia Donaldson</p>  <p>'The Snail and the Whale' by Julia Donaldson</p> 	<p>'Lullabyhullabaloo' by Mick Inkpen</p>  <p>'Jack and the Beanstalk' (Traditional Tale)</p> 	<p>'The Very Hungry Caterpillar' by Eric Carle</p>  <p>'The Very Busy Spider' by Eric Carle</p> 
<p><b>Literacy And Phonics</b></p> <p>(Comprehension Reading, Writing)</p> <p><i>Writing for a purpose</i></p>	<p>Phonics: Little Wandle Phase 2</p> <p>In reading children will learn to:</p> <p>Recognise their own name.</p> <p>Join in with rhymes, stories and repeated refrains through daily story sessions. <i>e.g. Chorally retell the story of Dear Zoo (link with our pets).</i></p> <p>Name recognition</p>	<p>Phonics: Little Wandle Phase 2</p> <p>In reading children will learn to:</p> <p>Recognise their own name.</p> <p>Join in with rhymes, stories and repeated refrains through daily story sessions. <i>e.g. We're Going on a Bear Hunt and the Little Gingerbread Man</i></p> <p>Name recognition</p>	<p>Phonics: Little Wandle Phase 3</p> <p>In reading children will learn to:</p> <p>Build on their phonic knowledge to be able to use sound buttons and other blending strategies to identify the sounds in a word.</p> <p>Recognise all taught sounds including some digraphs (see Little Wandle Progression)</p>	<p>Phonics: Little Wandle Phase 3</p> <p>In reading children will learn to:</p> <p>Build on their phonic knowledge to be able to use sound buttons and other blending strategies to identify the sounds in a word.</p> <p>Recognise all taught sounds including some digraphs (see Little Wandle Progression)</p>	<p>Phonics: Little Wandle Phase 4</p> <p>In reading children will learn to:</p> <p>Develop their phonological awareness to use sound buttons and other strategies to read and segment words.</p> <p>Say a sound for each letter in the alphabet including at least ten digraphs.</p>	<p>Phonics: Little Wandle Phase 4</p> <p>In reading children will learn to:</p> <p>Develop their phonological awareness to use sound buttons and other strategies to read and segment words.</p> <p>Say a sound for each letter in the alphabet including at least ten digraphs.</p>

	<p>Link sounds with letters. Hear initial sounds in words.</p> <p>Begin to segment sounds in simple words and blend them together knowing which letters represent some of them, through our daily phonics sessions and regular sound talking.</p> <p><b>In writing children will learn to:</b></p> <p>Copy shapes, patterns and letters and pictures.</p> <p>Give meaning to marks they have made as they draw, write or paint.</p> <p>Develop control over lines and circles they draw in the air, on paper or on the floor.</p> <p>Form some letters correctly beginning with the straight line family of letters.</p> <p>Hear and say initial</p>	<p>Link sounds with letters. Hear initial sounds in words.</p> <p>Begin to segment sounds in simple words and blend them together knowing which letters represent some of them, through our daily phonics sessions and regular sound talking.</p> <p><b>In writing children will learn to:</b></p> <p>Copy shapes, patterns and letters and pictures.</p> <p>Give meaning to marks they have made as they draw, write or paint.</p> <p>Develop control over lines and circles they draw in the air, on paper or on the floor.</p> <p>Form some letters correctly beginning with the straight line family of letters.</p> <p>Hear and say initial</p>	<p>Read phonetically decodable books, re-reading to build their confidence and fluency alongside understanding and enjoyment.</p> <p>Begin to read simple sentences using known GPC's as well as one or two common exception words.</p> <p>Link sounds to letters including common digraphs e.g. sh, ch, th</p> <p><b>In writing children will learn to:</b></p> <p>Form all coat-hanger family, and bridge family letters correctly,</p> <p>Continue to develop letter formation so that most are correctly formed.</p> <p>Use a tripod grip in almost all cases.</p> <p>Segment and blend sounds in simple words.</p>	<p>Read phonetically decodable books, re-reading to build their confidence and fluency alongside understanding and enjoyment.</p> <p>Begin to read simple sentences using known GPC's as well as one or two common exception words.</p> <p>Link sounds to letters including more common digraphs e.g. ai, ee, igh, oa, oo</p> <p><b>In writing children will learn to:</b></p> <p>Form most letters correctly.</p> <p>Use a tripod grip in almost all cases.</p> <p>Segment and blend sounds in simple words.</p> <p>Use phonic knowledge to Spell simple words and write simple captions.</p> <p>Writing simple</p>	<p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p> <p><b>In writing children will learn to:</b></p> <p>Write simple sentences using a capital letter at the beginning and a full stops at the end using dinger spaces most of the time.</p> <p>Write their name accurately forming the letters correctly in most cases.</p> <p>Write simple phrases and sentences that an be read by others.</p> <p>They will do this though accessing the writing area and enhancements in the provision as well as:</p> <p>Writing a speech</p>	<p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p> <p><b>In writing children will learn to:</b></p> <p>Write simple sentences using a capital letter at the beginning and a full stops at the end using dinger spaces most of the time.</p> <p>Write their name accurately forming the letters correctly in most cases.</p> <p>Write simple phrases and sentences that an be read by others.</p> <p>They will do this though accessing the writing area and enhancements in the provision as well as:</p> <p>Writing sentences to</p>
--	--	--	---	--	--	--

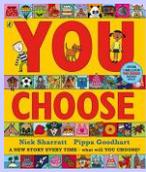
<p>sounds in words and may begin to segment to sounds in words to blend them together.</p> <p>Begin to write name forming some letters correctly. They will do this through accessing the writing area in the provision as well as through focused tasks e.g. writing a letter to the zoo and drawing and labelling family members and other pictures.</p> <p><b>In comprehension children will learn to:</b></p> <p>Hold a book, turn the pages and show an understanding of print and pictures.</p> <p>Begin to tell their own stories when looking at books either on their own or with an adults.</p> <p>Talk about characters and events in stories.</p> <p>Suggest what might happen next or how a story might end.</p>	<p>sounds in words and may begin to segment to sounds in words to blend them together.</p> <p>Begin to write name forming some letters correctly. They will do this through accessing the writing area in the provision as well as through focused tasks e.g. writing a letter to the zoo and drawing and labelling family members and other pictures.</p> <p><b>In comprehension children will learn to:</b></p> <p>Begin to answer questions about what they can see in a reading book and talk about what is happening.</p> <p>Begin to tell their own stories when looking at books either on their own or with an adults.</p> <p>Talk about characters and events in stories.</p> <p>Suggest what might</p>	<p>Spell words by identifying and writing the sound. Use this to write captions and labels.</p> <p>Begin to write simple sentences.</p> <p>They will do this through accessing the writing area and enhancements in the provision as well as writing a simple sentence e.g. This is a ... I can see a ...</p> <p>Writing a simple speech bubble for characters in stories we have read. Linking sounds to letter and writing with increased independence.</p> <p><b>In comprehension children will learn to:</b></p> <p>Make suggestions about hay might happen next in a story.</p> <p>Through the stories we read in class children will describe</p>	<p>sentences with increasing independence.</p> <p>They will do this through: accessing the writing area and enhancements in the provision as well as</p> <p>Writing labels to name planets. Writing labels to name sea creatures. Writing sentences linked to stories/books we have read. Writing sentences to retell a part of a story we have read in class.</p> <p><b>In comprehension children will learn to:</b></p> <p>Make suggestions about hay might happen next in a story.</p> <p>Through the stories we read in class children will describe the main events in the story and talk about what might happen next.</p> <p>Through the reading of</p>	<p>bubble for a character from stories read in class e.g. 'Lullabyhullabaloo' and 'Jack and the Beanstalk'.</p> <p>Writing sentences to retell a part of a familiar story, using capital letters, full stops and finger spaces.</p> <p><b>In comprehension children will learn to:</b></p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be provided with lots of opportunities to retell familiar and new texts including through the use of props, role play and small world.</p> <p>Children will be confident in sharing a favourite book with a friend, retelling the story in their own</p>	<p>retell a part of a story read in class e.g. 'The Very Hungry Caterpillar'.</p> <p>Writing factual sentences about minibeasts and other aspects of nature explored through our topic.</p> <p><b>In comprehension children will learn to:</b></p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be provided with lots of opportunities to retell familiar and new texts including through the use of props, role play and small world.</p> <p>Children will be confident in sharing a favourite book with a friend, retelling the story in their own way.</p>
---	--	---	--	---	--

	<p>This will be done through children having access to an using the classroom Reading Garden on a daily basis.</p> <p>Choosing stories independently at different times in the day. Sharing stories with an adult through daily whole class story time.</p>	<p>happen next or how a story might end.</p> <p>This will be done through children having access to an using the classroom Reading Garden on a daily basis.</p> <p>Choosing stories independently at different times in the day. Sharing stories with an adult through daily whole class story time.</p>	<p>the main events in the story and talk about what might happen next.</p> <p>Through the reding of high-quality texts in class children will use vocabulary and forms of speech that are influenced by their reading exposure.</p> <p>They will discuss stories that have been read to them or that they have read themselves.</p>	<p>high-quality texts in class children will use vocabulary and forms of speech that are influenced by their reading exposure.</p> <p>They will discuss stories that have been read to them or that they have read themselves.</p>	<p>way.</p>	
<p><b>Communication and Language</b></p> <p>(Listening, Attention and Understanding and Speaking)</p>	<p><b>Children will learn to:</b></p> <p>How to listen and respond to what they hear in small groups and whole class situations.</p> <p>understand the concept of after e/g/ which picture comes after having your breakfast.</p> <p>Understand 'when?' questions e.g. when do you brush your teeth?</p> <p>Follow instructions e.g. put the pencil on the table, put the</p>	<p><b>Children will learn to:</b></p> <p>Enjoy using new Language and vocabulary through the use of stories.</p> <p>Develop their ability to follow instructions, leading to two step instructions e.g. Put the paper in the bin and the come and sit down.</p>	<p><b>Children will learn to:</b></p> <p>Respond to stories with relevant questions, actions and comments. etc.</p> <p>Listen attentively understanding the importance of doing so.</p> <p>Use fully formed sentences when speaking, adults modelling the correct use of language when it is not being used.</p> <p>Imagine/recreate</p>	<p><b>Children will learn to:</b></p> <p>Retell stories showing an understanding of e.g. characters, settings and problems in the story. Remember key points form a story told without props or pictures.</p> <p>Children will explore new vocabulary to share factual information about space and under the sea.</p> <p>Using new vocabulary children</p>	<p><b>Children will learn to:</b></p> <p>Respond to stories etc. using relevant questions and comments, this will be during whole class situations as well as during small groups discussions.</p> <p>Imagine/recreate Roles within their play using increasingly accurate narrative.</p> <p>Children will be encouraged to talk about the special people in their families and to</p>	<p><b>Children will learn to:</b></p> <p>Use talk to organise thoughts and ideas.</p> <p>They will hold back and forth conversations about what they observe and learn about through our topics as well as in their daily interactions with their peers.</p> <p>Through our topics and children will make comments about things they have learnt and ask questions to clarify their understanding</p>

	<p>paper in the bin. Children will explore the classroom and school 'Norms'</p> <p>Children will have the opportunity to talk about what they like and dislike, they will be encouraged to talk about themselves as a unique person. They will understand and use emotion words such as angry, sad, happy. Children will be given lots of opportunities to explain in simple sentences what happened , ordering events. This will be modelled to them regularly.</p>		<p>roles using narrative in their play.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary e.g. exploring new vocabulary through the topics to explain why things are happening e.g. why the ice is melting. Why the ice is frozen.</p> <p>Explore the importance of saying hello, look at saying hello in different languages that we know in our class.</p>	<p>will explain why the plastic pollution is having an impact on our sea-life.</p> <p>Children will be given the opportunities to talk about their families and to discuss how families are the same or different.</p>	<p>explore the idea of knowing who loves them.</p>	<p>e.g. why does the caterpillar make a cocoon?</p> <p>Children will offer explanations for why things might happen using recently introduced vocabulary for stories and non-fiction texts when appropriate within discussions.</p> <p>Children will discuss who their friends are. They will explore the idea that they can make friends with anyone no matter how different we are.</p>
<p><b>Personal, Social and Emotional Development</b></p> <p>(Self-regulation, Managing Self, Building Relationships)</p> <p><b>Including: 'No Outsiders'</b></p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Accept the needs of others, take turns and share resources.</p> <p>Explore and understand feelings of others and begin to recognise the way their choices can affect others.</p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Build on accepting the needs of others, taking turns and sharing resources.</p> <p>Show a greater understanding of tolerating delay when needs are not immediately met.</p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Be aware of the boundaries set and of behavioural expectations in the class and around school.</p> <p>Adapt their behaviours to different events and changes in routines.</p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Be aware of the boundaries set and of behavioural expectations in the class and around school.</p> <p>Show an understanding of right and wrong As well as</p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Give focused attention to what the adult is saying , responding appropriately, even when engaged in an activity. Follow instructions involving several actions.</p>	<p><b>Children will learn to:</b></p> <p><b>Self regulation:</b></p> <p>Give focused attention to what the adult is saying , responding appropriately, even when engaged in an activity. Follow instructions involving several actions.</p>

	<p><b>Managing Self:</b></p> <p>Select and use resources with some support.</p> <p>Enjoy taking on small tasks in the classroom, e.g. tidying up areas of the classroom, handing out whiteboards, pens etc.</p> <p>Taking off and putting on their coat.</p> <p>Going to the toilet independently during the day including washing hands.</p> <p><b>Building relationships:</b></p> <p>Play alongside others and inviting others to join in their play.</p> <p>Will play in a group, extending play e.g. building on role play activity of other children, e.g. pretending to feed and put the baby to bed.</p>	<p>Talk about how others might be feeling and respond accordingly. This will also be done through the stories that we read in class, and discussions that arise for these as well as real life situations.</p> <p><b>Managing self:</b></p> <p>Become increasingly independent with their coat, and organising their belongings at the beginning and end of the school day.</p> <p>Taking care of their own needs.</p> <p>Being able to talk about and name fruit and vegetables, this will be done daily through our snack provision and discussions around lunchtimes.</p> <p><b>Building relationships:</b></p> <p>Play alongside others and inviting others to join in their play.</p> <p>Will play in a group,</p>	<p>They will respond to different cues e.g. shaking of tambourine, clapping hands to gain attention.</p> <p>Gain an understanding of their own actions and how that can affect others, they will also begin to moderate their own behave and understand when they may have upset someone.</p> <p><b>Manging self:</b></p> <p>Show confidence when speaking in front of others, they will be given lots of opportunities to do this.</p> <p>Have the confidence to talk about what they do well.</p> <p>Show enthusiasm when taking part on certain activities.</p> <p>Show an increase in perseverance in carrying out an activity.</p>	<p>consequences of their actions and the actions of others.</p> <p>Select activities and use resources Independently</p> <p><b>Manging self:</b></p> <p>Have a clear idea about what they want to do and to know how to achieve it.</p> <p>They will show confidence in the classroom and in choosing resources they need to carry out a chosen task.</p> <p>Can get dressed and undressed without support.</p> <p>Understand why we wash our hands.</p> <p>Show and understanding of why we need to eat fruit and vegetables and drink water.</p> <p><b>Building relationships:</b></p> <p>Start conversations with others</p> <p>Show an increased understanding of the</p>	<p>Set and work towards simple goals in relation to tasks and activities.</p> <p>Show increasing control over their own feelings and moderate then accordingly.</p> <p><b>Manging self:</b></p> <p>Now manage their own basic hygiene during the day recognising when they need to do so.</p> <p>Show confidence in trying out new activities, with an increase in perseverance and resilience when they are faced with a challenge.</p> <p><b>Building relationships:</b></p> <p>Work and play co-operatively with others and take turns with others appropriately.</p> <p>Form positive attachment with adults and</p>	<p>Set and work towards simple goals in relation to tasks and activities.</p> <p>Show increasing control over their own feelings and moderate then accordingly.</p> <p><b>Manging self:</b></p> <p>Confidently manage their own basic hygiene during the day recognising when they need to do so.</p> <p>Show confidence in trying out new activities, with an increase in perseverance and resilience when they are faced with a challenge.</p> <p><b>Building relationships:</b></p> <p>Work and play co-operatively with others and take turns with others appropriately.</p> <p>Form positive attachment with</p>
--	---	---	---	---	--	---

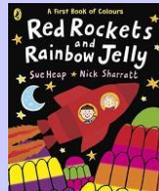
**No Outsiders:**



I can choose what I like.  
I can make up my mind and tell you things I like / I can ask others what they think.

extending play e.g. building on role play activity of other children, e.g. pretending to feed and put the baby to bed.

**No Outsiders:**



Its OK to like different things.  
I know my friends can like different things to me / I know we can still be friends.

**Building relationships:**

Start conversations with others

Show an increased understanding of the needs of others.  
Begins to take steps to resolve conflict through talking to each other and reaching a solution.

Develop particular friendships with other children.

**No Outsiders:**

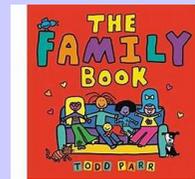


To say hello.  
I know in my class we are not all the same / I know we are different/  
I know I can make friends with different people / I know how to make friends.

needs of others.  
Begins to take steps to resolve conflict through talking to each other and reaching a solution.

Develop particular friendships with other children.

**No Outsiders:**

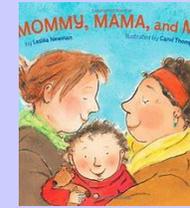


All families are different.  
I know who is my family / I know all families are different.

friendships with peers.

Show sensitivity to own and others needs.

**No Outsiders:**



To celebrate my family.  
I know the people in my family are special / I can tell you who loves me.

adults and friendships with peers.

Show sensitivity to own and others needs.

**No Outsiders:**



To make a new friend. I know everyone in my class is different / I can make friends with anyone.

<p><b>Mathematics</b></p> <p>(Number Numerical Patterns)</p>	<p><b>White Rose</b></p> <p><b>Getting to Know you:</b></p> <p>Time spent getting to know the children. Opportunities for introducing areas of the provision. Exploring mathematical understanding in different areas of the provision. Exploring the continuous provision. Where do resources belong? Inside and out.</p> <p><b>Children will learn to:</b></p> <p><b>Match, Sort and Compare</b></p> <p>Match objects Identify a set. Sort objects to a type. Explore sorting techniques. Create sorting rules. Compare amounts</p> <p><b>Talk about Measure and pattern</b></p> <p>Compare size. Compare mass</p>	<p><b>White Rose</b></p> <p><b>Children will learn to:</b></p> <p><b>It's Me 1, 2, 3.</b></p> <p>Find 1, 2 and 3 Subitise 1, 2 and 3. Represent 1, 2 and 3. 1 more 1 less Composition of 1, 2 and 3.</p> <p><b>Circles and triangles</b></p> <p>Identify and name circle and triangles Compare circles and triangles Shapes in the environment. Describe position.</p> <p><b>1, 2, 3, 4, 5</b></p> <p>Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p><b>Shapes with 4 sides</b></p> <p>Identify and name shapes with 4 sides</p>	<p><b>White Rose</b></p> <p><b>Children will learn to:</b></p> <p><b>Alive in 5</b></p> <p>Introduce 0 Find 0-5 Subitise 0-5 Represents 0-5 1 more 1 less Composition Conceptual subitising to 5.</p> <p><b>Mass and Capacity</b></p> <p>Compare mass Find a balance Explore capacity Compare capacity</p> <p><b>Growing 6, 7, 8</b></p> <p>Find 6, 7, 8 Represent 6, 7, 8 1 more 1 less Composition of 6, 7, 8 Make pairs odd and even. Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p><b>White Rose</b></p> <p><b>Children will learn to:</b></p> <p><b>Building 9 and 10</b></p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bond to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd.</p> <p><b>Explore 3D shapes</b></p> <p>Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue</p>	<p><b>White Rose</b></p> <p><b>Children will learn to:</b></p> <p><b>To 20 and beyond</b></p> <p>Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns.</p> <p><b>How many now?</b></p> <p>Add more How many did I add? Take away How many did I take away?</p> <p><b>Manipulate, compose and decompose</b></p> <p>Select shapes for a purpose. Rotate shapes Manipulate shapes Explain shape arrangements. Compose shapes</p>	<p><b>White Rose</b></p> <p><b>Children will learn to:</b></p> <p><b>Sharing and grouping</b></p> <p>Explore sharing Sharing Explore grouping Grouping Even and Odd sharing Play with and build doubles</p> <p><b>Visualise, build and map</b></p> <p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps</p>
--	--	--	---	---	---	---

	<p>Compare capacity Explore simple patterns Copy and continue simple patterns. Create simple patterns.</p>	<p>Combine shapes with 4 sides Shapes in the environment. My day and night.</p>	<p><b>Length, Height and time</b></p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time.</p>	<p>patterns. Patterns in the environment</p>	<p>Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>and pans form story situations.</p> <p><b>Make connections</b></p> <p>Deepen understanding Patterns and relationships</p>
<p><b>Physical Development</b></p> <p>(Gross Motor Skills and Fine Motor Skills)</p>	<p>PE: REAL PE REAL PE</p> <p><b>Gross Motor Children will learn to:</b> Run with spatial awareness Balance on one foot. Climb stairs and move across climbing equipment. Make links to Managing self – Developing independence by learning how to put on a coat and hang coat on a peg.</p> <p><b>Fine Motor Children will learn to:</b> Make a variety of marks with increasing control. Learn to use a variety</p>	<p>PE: REAL Gym REAL PE</p> <p><b>Gross motor Children will learn to:</b> jump using two feet with increased control. Walk down a slope carrying a small object.</p> <p><b>Fine Motor Children will learn to:</b> Use tweezers, scissors, paintbrushes, ribbons to thread. Copy some letters from their name. Begin to form some letters independently.</p> <p>Pencil control and correct letter formation will be taught.</p>	<p>PE: REAL Dance REAL PE</p> <p><b>Gross Motor Children will learn to:</b> choose how they move in a range of ways, showing increasing confidence e.g. crawling, slithering, running, walking galloping, side-stepping.</p> <p><b>Fine Motor Children will learn to:</b> Draw with increasing detail and control. Hold a pencil effectively to form recognisable letters.</p> <p>Handwriting lines to be introduced to those who are ready.</p>	<p>PE: REAL REAL PE</p> <p><b>Gross Motor Children will learn to:</b> Negotiate space successfully when playing games, adjusting speed and direction to avoid obstacles. Control an object when pushing, patting, throwing , catching and kicking it. Jump off an object landing appropriately using arms an body to stabilise and balance</p> <p><b>Fine Motor Children will learn to:</b> Hold a pencil</p>	<p>PE: REAL Gym REAL PE</p> <p><b>Gross Motor Children will learn to:</b> Develop overall body strength, co-ordination, balance and agility through REAL Gym sessions.</p> <p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p><b>Fine Motor Children will learn to:</b> Pencil control and correct letter formation will be taught. Correct use of</p>	<p>PE: REAL PE Athletics, sports day activities etc.</p> <p><b>Gross Motor Children will learn to:</b> Develop confidence, precision and accuracy when engaging in activities that involve a ball. Develop strength, balance and co-ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, skipping and climbing.</p> <p><b>Fine Motor Children will learn to:</b> Hold a pencil effectively (using</p>

	<p>of threading equipment. Use a knife and fork with increasing independence.</p> <p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders. Etc.</p>	<p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders etc.</p>	<p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders, hole punches etc.</p>	<p>effectively (using a tripod grasp) to form recognisable letters most of which are correctly formed.</p> <p>Pencil control and correct letter formation will be taught. Correct use of handwriting lines to be reinforced. Use smaller scale threading e.g. using smaller beads and objects that require finer manipulation.</p> <p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders, hole punches etc.</p>	<p>handwriting lines to be reinforced.</p> <p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders, hole punches etc.</p>	<p>tripod grasp inn almost all cases) to form recognisable letters Pencil control and correct letter formation will be taught. Handwriting lines and correct letter formation. Show accuracy and care when drawing adding more detail.</p> <p>Children will explore the use of scissors and other small tools including paint brushes, crayons, large and small chinks, sticks, glue sticks, glue spreaders, hole punches etc.</p>
<p><b><i>Fine Motor - Throughout the year:</i></b></p> <p>Children will develop their fine motor skills through threading, pouring, stirring, sewing, dressing and undressing dolls, through using pegs and tweezers, through regular access to playdough. They will have the opportunity to use small world to manipulate and move in a variety of ways.</p>						
<p><b><i>Gross Motor – Throughout the year:</i></b></p> <p>Children will use the outdoor classroom to explore running, jumping, hopping, skipping, climbing. Through the use of the climbing frame, the track and other outdoor space.</p>						

They will learn to use space safely and negotiate obstacles, through the use of scooters, bikes and other equipment.

They will use the outdoor equipment to explore and develop strength, balance and co-ordination.

<p><b>Understanding of the world</b></p> <p>(Past and Present, People Culture and Communities, The Natural World)</p> <p><b>Including:</b> <b>History</b> <b>Geography</b> <b>Science</b> <b>RE</b></p>	<p><b>Children will know:</b></p> <p>About some of the things that make them unique. They will be able to talk about similarities and differences in relation to friends and family e.g. appearance, things they like and dislike.</p> <p>Discussing people in their family, and in the wider family of school, community etc. Personal history, how have you changed since you were a baby.</p> <p>Children will talk about their own lives and discuss their own experiences, talking to different families, discussing what makes families and family life different or the same.</p> <p>To understand the impact that we can</p>	<p><b>Children will know:</b></p> <p>About similarities and differences between themselves and others and about different cultures and traditions.</p> <p>Finding out about the cultures and religious beliefs of others through exploring festival of light through the story 'Little Glow'. Children will use their own experiences to talk about different religious festivals and to discuss these in relations to stories read in class.</p> <p>Children will recognise and describe special times or events through the discussion of celebrations they have taken part in and relate it to stories we hear in class.</p>	<p><b>Children will know:</b></p> <p>How to draw information from a simple map. They will make observations about animals and plants</p> <p>They will explain similarities and differences between life in this country and life in other countries through our explorers topic.</p> <p>Children will explore animals that live in different environments. They will discuss where these animals live, why they live there.</p> <p>To explore where they live through the use of stories, maps and the globe.</p> <p>Scientific enquiry: Understanding important processes and changes in state</p>	<p><b>Children will know:</b></p> <p>To explore contrasting environments and be able to talk about similarities and differences.</p> <p>They will explore features of their own environment and be able to talk about the features of these environments the similarities and differences between these and other contrasting environments.</p> <p>Children will talk about past and present events in their own lives through our No Outsiders text on families.</p> <p>To begin to understand the effect their behaviour can have on the environment through</p>	<p><b>Children will know:</b></p> <p>Know some similarities and differences between things in the past and things now drawing on their own experiences and the stories we read in class.</p> <p>They will gain an understanding of life in the past through the exploration of castle stories, fairy stories and factual books about castles. What was it like to live in a castle? Compare to how we live today.</p> <p>Children will understand the past through settings, characters and events in the stories we read in class.</p> <p>Discussion on the similarities and differences between life now and in the</p>	<p><b>Children will know:</b></p> <p>How identify and explore the natural world around them Exploring minibeasts and their habitats. Making observations and drawing pictures of animals and plants.</p> <p>They will do this through looking at and exploring minibeasts and their habitats. They will explore the important processes in nature such as life cycles of minibeasts and the effects of the changing seasons on their immediate environment.</p> <p>Scientific enquiry: Processes and changes in the natural world around them.</p>
---	--	---	---	--	---	--

	<p>have on the environment through recycling.</p> <p>Geographic enquiry: Children will make comments and ask questions about our school environment and the effect that different weather has on our school grounds.</p>	<p>Scientific enquiry: To understand growth, decay and changes over time. Exploring changes in the seasons.</p> <p>We will look at the changes to our environment over time and observe the changing seasons.</p>	<p>and matter through observing freezing and melting.</p>	<p>looking at plastic pollution of the rivers and oceans and the wildlife that live there.</p> <p>Scientific enquiry: Floating and Sinking</p> <p>Finding out about different religious beliefs when finding out about Easter and how and why it is celebrated. Children will now how to talk about past and present events on their own life and the lives of family members.</p>	<p>past through the stories read (Lullabyhullabaloo, Jack and the Beanstalk and other traditional tales)</p> <p>Scientific enquiry: Growing a plant Growing and changing. To understand how things grow and change of over time.</p>	
<p><b>Expressive Arts and Design</b></p> <p>(Creating and materials Being Imaginative and Expressive)</p> <p><b>Including: Art DT Music</b></p>	<p><b>Children will learn to:</b></p> <p>Develop their own ideas and decide which materials to use to express them.</p> <p>They will explore colour and how colours can be changes. They will do this through looking at skin tones used to paint portraits and examining appropriate colours for eye and hair colour.</p>	<p><b>Children will learn to:</b></p> <p>Develop their own ideas and decide which materials to use to express them.</p> <p>They will continue it explore colour and changing colour though making art using light reflective materials, exploring different surfaces. Looking at collage including artists such as Matisse.</p> <p>Though looking at</p>	<p><b>Children will learn to:</b></p> <p>Explore a variety of effects to express ideas and feelings. This will be done though:</p> <p>Painting with cold colours. Painting with frozen paint. Painting with warm colours.</p> <p>Explore the use of clay to recreate woodland animals.</p>	<p><b>Children will learn to:</b></p> <p>Use their knowledge of shape to create pictures. Building on skills learnt previously such as the use of different tools to create effects.</p> <p>Children will create collaboratively sharing resources, ideas and skills. They will do this through creating models. E.g. space rocket, moon buggy.</p>	<p><b>Children will learn to:</b></p> <p>Explore a variety of effects to express ideas and feelings. This will be done though:</p> <p>Exploring the use of different media including charcoal, pastels, chalk to create images of castles.</p> <p>Children will safely use and explore and variety of materials, tools and techniques</p>	<p><b>Children will learn to:</b></p> <p>Explore a variety of effects to express ideas and feelings. This will be done though:</p> <p>Using a variety of media to represent the life cycle of a butterfly, including collage, junk modelling, play dough etc.</p> <p>Exploring patterns in art and nature inspired by the spiral</p>

	<p>Painting portraits, looking at portraits by others artists e.g. Picasso and Van Gogh.</p> <p>Children will develop their confidence in using a range of tools for a specific purpose, this will include: holding and using scissors with increasing accuracy, using paintbrushes of different sizes, printing with different objects to achieve different effects.</p> <p>Collage portraits using cut up magazines etc. for eyes, nose, mouth, ears. Exploring techniques of collage.</p> <p>Singing songs about the body, exploring body percussion.</p> <p>Children will continue to develop complex stories using small world equipment such as dolls, dolls houses and animal sets.</p>	<p>difference celebrations children will watch and talk about different dances, showing their feelings in response e.g. the dragon dance and the nutcracker ballet.</p> <p>Children will explore movement in response to music.</p> <p>Children will sing in a group or on their own matching pitch and melody. Learn and sing entire songs, though our Nativity performance.</p> <p>Learning dances for the Nativity performance. Learning movements in sequence. Adding percussion instruments to songs. Exploring keeping a steady beat.</p>	<p>Returning to and building on previous learning to develop ideas including finding patterns in nature, such as jungle animal's skin and using their knowledge and skills to decide how to best recreate the patterns?</p> <p>Sing in a group increasingly matching the pitch and following the melody though singing a variety of animal themed songs.</p> <p>Make music in a range of ways and play with sounds creatively to achieve an effect. They will play along to the beat of the song or the music they are listening to.</p>	<p>Exploring printing e.g. printing with different objects to create different textures.</p> <p>Sing as a group increasing matching pitch and following the melody through singing space and under the sea themed songs. Listen attentively to music and talk about music expressing their feelings. They will listen to a variety of styles of music through our topic.</p>	<p>experimenting with design, texture, form and function. They will do this through: Creating models of castles and other castles related ideas.</p> <p>Make use of props and materials when retelling or creating narrative and stories, they will do this through:</p> <p>Making puppets and props to retell familiar stories.</p> <p>Children will feel confident to share their creations and explain the processes they have used.</p> <p>Children will perform songs, rhymes and stories with others, they will do this through:</p> <p>Singing 'Jack and the Beanstalk' songs to retell the story. Singing castle themed songs e.g. 'There was a Princess Long Ago', 'In the Hairy Scary</p>	<p>patterns on snails and the stripy patterns on bees etc. Look at the work of Andy Goldsworthy.</p> <p>Children will perform songs, rhymes and stories with others, they will do this through:</p> <p>Singing Minibeast themed songs from 'If I were a Minibeast'. Adding appropriate percussion to these songs.</p>
--	--	---	--	--	---	---

					Castle'	
<b>Visits Events</b>	Book Fair	Sports Fundamentals Visit  Children in Need  Nativity performance		Wonderdome World Book Day Roving Book Fair		Adventure Farm Trip  Insect Lore – Caterpillars to hatch into Butterflies.
<b>Parental Engagement</b>	Meet the teacher  Phonics and early reading meeting for parents.	Parents Evening  Phonics workshop – parents are invited in to observe a phonics session and take part in phonics activities that they can adapt to use at home.	Bright Talk Launch Meeting for parents.  Bright Talk activities sent home weekly.  Maths in Action session (parents offered the chance to come in and see maths in action – ideas to take home)	Reading for pleasure workshop	Parents Evening  Gardening Day – parents are invited in to take part in gardening activities with their child.	End of Year Report  Transition for new intake (July)  Visits to Nurseries