

Curriculum Overview – FS2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Christian Value	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate Achieve
		past and present	people, culture and communities	the natural world		
Focus Questions	What makes a good friend? What do colours feel like? How do I make my mark? Is Autumn tasty? What lives in the woods? How do people celebrate Diwali?	Why do people use fireworks to celebrate? Are there only red poppies? How do you make a gingerbread man? What is the story of Christmas and who are the characters? How do Christians celebrate Christmas? How have toys changed?	How are families the same and how are they different? What is winter like? How do people celebrate Lunar New Year? How are China and England the same and how are they different? How are cold places and England the same and how are they different?	How can we be a good friend? How will we know when Spring is coming? What is a life cycle? What do living things need to grow? Do all baby animals look like their parents? What hatches from an egg?	Why should we recycle? How can we help our environment? <i>What is a coronation and why are we celebrating?</i> How are Africa and England the same and how are they different?	Where do I live? – MAP WORK
Reading Spine Focus Texts	Fiction Kindness Grows The Colour Monster The Dot / the magic paintbrush. We're going on a leaf hunt. Chapatti Moon Non-fiction Let's explore British Wildlife Diwali	Fiction Stubby – a true story of friendship Major Glad, Major Dizzy Gingerbread man – Elena Temporin The First Christmas Non-fiction Bonfire Night Toys in the past	Fiction Tango Makes 3 The great explorer Non-fiction Lunar New Year China Life like in cold places	Fiction Mr Wolf's Pancakes Tadpole's Promise Hungry Caterpillar Tiny seed Billy's Sunflower Hattie Peck Non-fiction Amazing Animal Babies – Chris Packham?	Fiction Michael Recycle Going on a lion hunt Mama Panya's pancake We all went on Safari Non-fiction. Africa	Fiction What the Ladybird Heard series Billy's Bucket The Night Pirates Non-fiction Sea creatures/ rock pools
Reading Spine Supplementary Texts	Rainbow Fish Kipper stories Button Box Invisible string We're going on a bear hunt Billy's sunflower Percy the Park keeper Little glow Ravi's Roar	Sparks in the sky A Day to Remember Where the Poppies Grow The Tiger who came to tea Alternative versions of Gingerbread Man Other versions of The Christmas Story Kipper's Toybox	Penguin Small Julian is a Mermaid The Great Race Little Glow The Magic Paintbrush Lost and Found	Various Fairy Stories/ Traditional Tales 10 Black Dots Egg Drop Mad about Minibeasts Seasons	Amazing Grace Grace and Family Rumble in the Jungle.	

BELONG BELIEVE ACHIEVE

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

Author / Series studies	Mick Inkpen - Kipper David McKee - Elmer			Eric Carle – Is Eric Carle an author or an illustrator?		
R.E.	<p>CREATION <i>Understand that Christians believe that God is the creator of the universe</i></p> <p><i>Discuss how to look after the world that Christians believe God made</i></p> <p>Why is the word ‘God’ so important to Christians?</p> <p>F6. OUR WONDERFUL WORLD: HOW CAN WE CARE FOR LIVING THINGS AND THE EARTH?</p>	<p>INCARNATION <i>Know that Christians believe that God came to Earth in human form as Jesus to show that all people are special</i></p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>F5. WHO ARE WE AND HOW DO WE BELONG?</p>	<p><i>Listen to stories about the People of God</i> (interwoven through the year)</p> <p>F2. WHAT PEOPLE ARE SPECIAL AND WHY?</p>	<p>SALVATION <i>Know that Christians believe Jesus came to show God’s love and remember Jesus’ last week at Easter</i></p> <p><i>Recognise that Christians try to show love to others.</i></p> <p>Why do Christians put a cross in an Easter garden?</p> <p>F4. WHAT TIMES ARE SPECIAL AND WHY?</p>	<p><i>Listen to parables and stories from the Bible</i></p> <p>F3. WHAT PLACES ARE SPECIAL AND WHY?</p>	<p>F1. WHICH STORIES ARE SPECIAL AND WHY?</p>
All interwoven throughout the year						
Colour coded key:	<p>black text – Development Matters statements for ‘Children in reception’ blue text – ELGs which we are working towards by the end of FS2 green text – statements taken from St John’s Academy wider curriculum progression documents – fitted as closely as possible to the EYFS 7 areas of learning purple text – topic related objectives</p>					
COMMUNICATION AND LANGUAGE	<p>Understand how to listen carefully and why listening is important. – <i>also Eng</i> <i>Know how to look at people when talking and listening to them - Eng</i> Ask questions to find our more and to check they understand what has been said to them Develop social phrases - <i>know when and how to use them to express good manners - Eng</i> Engage in story times Listen carefully to rhymes and songs, paying attention to how they sound – <i>also Eng</i></p>		<p>Connect one idea or action to another using a range of connectives – <i>describe events in some detail - Eng</i> Articulate their ideas and thoughts in well-formed sentences – <i>also Eng</i> Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen Describe events in some detail</p>		<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>See ELG</p>	
Ongoing throughout the year	<p>Learn and use new vocabulary(including some Makaton signs) Listen to and talk about stories to build familiarity and understanding Engage in non-fiction books</p>					

ELG	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
Personal, Social and Emotional Development	See themselves as a valued individual Build constructive and respectful relationships	Manage their own personal needs – personal hygiene, fastening own coat	Think about the perspective of others	Express their feeling and think about the feelings of others	Show resilience and perseverance in the face of challenge	See ELG
ELG	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>					
PHYSICAL DEVELOPMENT: Gross Motor	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Progress towards a more fluent style of moving, with developing control and grace. (Sticky Kids, dance/ movement linked to topic)		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility (Large apparatus)	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Ball skills)		see ELG
Ongoing throughout the year	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes					
ELG	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

PHYSICAL DEVELOPMENT: Fine Motor	Develop their small motor skills so that they can use a range of tools competently, safely and confidently <i>Know how to hold a pencil correctly and sit correctly when writing - English</i> <i>Know how to hold scissors correctly and cut effectively, - Art</i>		Develop the foundations of a handwriting style which is fast, accurate and efficient.		see ELG	
Ongoing throughout the year	<i>Know how to hold and manipulate drawing and painting equipment correctly – Art</i> <i>know how to hold and manipulate equipment used for collage and sculpture correctly – scissors, glue, tape, rolling pins, mark making tools etc - Art</i>					
ELG	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing					
Literacy	<i>Hear and say the initial sounds in words – Eng</i> <i>Count and clap syllables - Eng</i> Read individual letters by saying the sounds for them Write their first name	Blend sounds into words so that they can read short words made up of known letter correspondences begin to form lower case letters correctly	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme Spell words by identifying the sounds and then writing the sound with the letter	Read simple phrases and sentences made up of words with known letter-sound correspondences and exception words Write short sentences with words with known letter-sound correspondences using a full stop. <i>Know how to say a simple sentence and count the number of words needed to write it - Eng</i>	Re-read what they have written and check that it makes sense	See ELG
Writing formats	mark making, cards labels, lists, recipes speech/ thinking bubble verbal recount		Recap Autumn and explore: captions, life cycles format, instructions		Recap Autumn and Spring and explore: story mapping, non-fiction writing	
Ongoing throughout the year	Also see links to Communication and Language					
Phonics Following Phonics Bug programme of study	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Consolidation
ELG	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.					

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	Write simple phrases and sentences that can be read by others.					
Mathematics Following White Rose Maths programme of study	'Getting to Know You' Settling in, Introducing provision Positional language Phase 1 - 'Just Like Me!' Match and sort Compare amounts Compare size, mass & capacity Exploring pattern	Phase 2 – 'It's me 1 2 3!' Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional Language Phase 3 - 'Light and Dark' Representing numbers to 5 One more and less Shapes with 4 sides Time	Phase 4 – 'Alive in 5' Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity Phase 5 – 'Growing 6, 7, 8' 6, 7 & 8 Making pairs Combining 2 groups Length and height Time	Phase 6 – 'Building 9 & 10' 9 & 10 Comparing numbers to 10 Bonds to 10 3D-shape Pattern	Phase 7 – 'To 20 and beyond' Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Phase 8 – 'First, Then, Now' Adding more Taking Away Spatial reasoning Compose and decompose	Phase 9 – 'Find My Pattern' Doubling Sharing & Grouping Even and Odd Spatial Reasoning Visualise and Build Phase 10 – 'On The Move' Deepening understanding Patterns and relationships Spatial reasoning Mapping
ELG	<p>Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
UNDERSTANDING THE WORLD: Past and Present Including History links -		<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Significance: Know that we celebrate certain events because of what happened in the past – Bonfire Night, Remembrance Know the significance of the poppy as a symbol Cause and consequence: Know that toys and everyday objects have changed from past to present.</p>	<p>Comment on images of familiar situations in the past – linked to WRM Diversity: Know that everyone is different, have our own family background and beliefs that should be respected and valued</p>		<p>Significance: Know the significance of special occasions which have happened in the past and are planned to happen in the future. Know that we celebrate certain events because of what happened in the past - Coronation</p>	

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ongoing throughout the year	Understand the effect of changing seasons – Science link					
ELG	Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.					
UNDERSTANDING THE WORLD: People, Culture and Communities	Diwali – how and where it is celebrated	Christmas - why and how it is celebrated. (compare with Diwali)	Lunar New Year – How and where it is celebrated (compare with Christmas and Diwali) Compare England to China Compare England to Arctic Regions	Easter – why and how it is celebrated. (compare with Diwali, Christmas and Lunar New Year)	Compare England to Africa	
Including Geography links -	Physical and human: Know and name different key features – home, school, shop, church		Talk about members of their immediate family and community Name and describe people who are familiar to them Place: Know that we live in Worksop, England and that Britain is an island surrounded by seas	Change: Know and name the 4 seasons and that they bring change and describe this.	Understand that some places are special to members of their community Sustainability: Know some ways we can protect the environment, how to save water and to compost. Know that some materials can be recycled	Draw information from a simple map Fieldwork and Mapping: Know that maps show features in a place. Make 3d maps using construction/ toys to represent places they know
ongoing throughout the year	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Place: Know that we live in Worksop, England and that Britain is an island surrounded by seas Know that the globe shows the different countries that make up the world and talk about differences they have noticed Know that they have travelled to other places and name some of them Change: Know that weather changes, name different weather types using accurate vocabulary Physical and Human: Know that life is different in different countries, including homes know some environments are different to the ones in which we live.					
ELG	People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					
UNDERSTANDING THE WORLD: The Natural World	Understand the effect of changing seasons on the		Understand the effect of changing seasons on the	Understand the effect of changing seasons on the		Understand the effect of changing seasons on the

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Including Science links -	natural world around them – <i>Autumn Focus</i> Recognise some environments that are different to the one in which they live - <i>woods</i>		natural world around them – <i>Winter Focus</i> Earth and Space: Know that we live in England which is part of planet Earth	natural world around them – <i>Spring Focus</i> Life: Know that plants and animals are living things distinguish between baby/ adult animals Investigate planting seeds and talk about what they are doing..		natural world around them – <i>Summer Focus</i> Recognise some environments that are different to the one in which they live – <i>coast</i>
ongoing throughout the year	<p>Describe and explore the natural world around them Describe what they see, hear and feel whilst outside Forces and Matter: Investigating, sorting and talking about natural and manufactured materials Energy: Know that their bodies get energy from food and that exercise uses up energy and makes them feel tired Life: know and name the seasons and discuss impact on animals and plants observe and make representations of living things Scientific Working – Asking Questions: Question why things happen, answer how and why questions, make comments and observations about the world around them. Scientific Working – Measuring and Recording: Use their senses to make observations, describe them and make simple representations. Scientific Working – Evaluating: make links and notice patterns</p>					
ELG	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>					
Expressive Arts and Design	<p>Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore use and refine a variety of artistic effects to express their ideas and feelings</p>					
Including Music links	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Know how to sing a range of simple songs and nursery rhymes using voices in different ways for different effects. Know that tempo is about how fast music is played</p>	<p>Know how to use the words high/low, long/short, loud/soft, fast/slow and identify these elements in music</p>	<p>Know how to explore the different sounds of instruments, choosing particular instruments/ sounds to support their own imaginative process Investigate and choose sounds to represent different things</p>			
ongoing throughout the year	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Know how to respond to songs and music in different ways – moving, drawing and/ or making comments Know how to express and discuss how a piece of music or familiar song makes them feel</p>					
Including Design and Technology links	<p>Know how to use hygienic practises when working with food ingredients Know how to follow simple pictorial recipes and combine ingredients</p>	<p>select component parts to meet specific purpose Know how to articulate their thoughts and ideas about a product they have seen or made know how to explain how their product works Know how to articulate why they have chosen certain materials when designing and making a product</p>				

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ongoing throughout the year	<p>know how to use a range of tools for cutting, shaping, joining and finishing to make their own products Know how to use a range of age appropriate construction kits</p>					
Including Art links	<p>Drawing and painting: Know that colours can be mixed to make new colours Collage and sculpture: Explore a variety of natural and manmade, purposeful and junk resources to create temporary pictures/ structures – link to artist Claire Thompson</p>	<p>Know how to hold scissors correctly and cut effectively Introduce pastels - link to artist Kandinsky (Maths)</p>		<p>Collage and sculpture: Investigate how to cut and tear different kinds of paper – link to Eric Carle</p>	<p>Printing and Textiles: Know what printing means Investigate printing and know which objects create the best prints Explore fabrics in relation to pattern, colour and texture. Know how to use simple weaving skills – over and under</p>	
ongoing throughout the year	<p>Drawing and painting: Explore mark making and develop representation of people, animals and objects, talking about what they have done Investigate different types of paint and brushes investigate a variety of drawing medium Collage and sculpture: Explore, manipulate and sculpt a variety of malleable materials using tools/ small parts to imprint and embellish. Investigate how to attach different materials effectively</p>					
ELG	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
Outdoor Learning Environment Enhancements/ experiences						
Cultural Capital Experiences	<p>Diwali Celebrations incl. dancing, making Mango Lasse, food tasting</p>	<p>Walk to local shop to buy ingredients to make gingerbread men. Make and decorate gingerbread men Nativity Performance</p>	<p>Lunar New Year Celebrations incl. dancing and food tasting</p>	<p>Walk to Post Office to post Mother’s Day cards Planting seeds Easter Celebrations incl. food tasting</p>	<p>Walk to Christchurch</p>	<p>Farm Visit</p>

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