

FS2	Autumn		Spring		Summer	
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost	
Trips Experiences Festivals	Scholastic Book Fair	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip
Communication and Language (C&L)	<p>Introduction/reinforcement of listening expectations including strategies to support children to transition from one task to another (wiggly fingers).</p> <p>Children are able to listen in a range of contexts, including whole class inputs and assembly. Children are able to follow two step instructions using actions or visuals where necessary e.g. pointing. They are given time to process this information.</p> <p>Children are given daily opportunities to listen to high quality stories. Children are given opportunities to recall/retell key events and add detail. They are encouraged to retell the stories they know.</p> <p>Children respond appropriately to questions and comments in class discussion including story time and other whole class inputs. Appropriate contributions by children are valued and encouraged. Children have the opportunity to speak in smaller groups to build their confidence further.</p> <p>Children are given planned opportunities to answer how and why questions. Children are given opportunities to think about abstract ideas e.g. "how do you think she is feeling?"</p> <p>Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language.</p> <p>Children are able to use talk to organise their play e.g. "I want to pour the water with this jug, would you like to use the ladle?"</p> <p>Children's conversations with their peers are supported and encouraged by an adult to enable the children to develop more complex spoken language. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure.</p> <p>Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.</p> <p>Where children disagree, adults support them to express their point of view using words.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. sunflower farmers, nature detectives, Harvest, bonfire night. Stories are carefully chosen to develop children's vocabulary.</p> <p>Songs and rhymes are integral to the daily routine of the school day to encourage children to expand their existing vocabulary. Children are</p>		<p>Children know and respond independently to listening expectations. They are able to listen to others, especially in small groups and 1:1 contexts.</p> <p>Children are able to follow two step instructions using prompts where necessary.</p> <p>Children are given daily opportunities to listen to high quality stories. Children are able to retell key events in sequence and add detail. They can predict key events using their knowledge of stories and storytelling. Children can think of ways they might like to change a story, with a focus on changing the characters.</p> <p>Children respond appropriately to questions and comments in class discussion. They are encouraged to make contributions, using sentence stems to help them structure their thoughts where appropriate. Children are praised for making whole class contributions.</p> <p>Children are given planned opportunities to ask and answer how and why questions. Children are encouraged to ask about abstract ideas e.g. "how do you think she is feeling?" Children are supported to use questioning to check they understand what has been said to them.</p> <p>Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language.</p> <p>Children are able to use talk to help them solve problems, get help and organise their thinking. Adults model this skill by "thinking out loud."</p> <p>Children are given lots of opportunities for conversation with peers and adults. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure.</p> <p>Children are able to speak in increasingly complex sentences. Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.</p> <p>Where children disagree, adults support them to express their point of view using words.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. Easter. Stories are carefully chosen to develop children's vocabulary.</p> <p>Songs and rhymes are integral to the daily routine of the school day to encourage children to expand their existing vocabulary. Children are encouraged to join in with a wide range of songs and rhymes and share their own favourites from home.</p>		<p>Children are able to listen to peers, adults and visitors in groups and whole class settings. They are able to apply their listening skills in assembly and for other larger events.</p> <p>Children are able to follow two step instructions.</p> <p>Children are given daily opportunities to listen to high quality stories. They are encouraged to retell the stories they know. They can predict key events and make inferences about what characters are thinking or feeling. Children use their knowledge of familiar stories to create their own narratives. They have support to change characters, settings or events where necessary.</p> <p>Children ask and answer questions and make comments during class discussion. They are encouraged to make contributions, using sentence stems to help them structure their thoughts where appropriate. Children are encouraged to listen carefully to their friends' contributions and build on their ideas.</p> <p>Children independently ask and answer how and why questions, including in play, small groups and whole class contexts. Children use questioning to check they understand what has been said to them.</p> <p>Children are able to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language.</p> <p>Children can use talk to help them organise games, explain how things work and think about why things might happen.</p> <p>Children are articulate speakers, who are able to share their thoughts and ideas in well-formed sentences. Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.</p> <p>Children are able to resolve problems using their words.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. the summer trip. Non-fiction texts are used to support children's interest in and knowledge of the world around them.</p> <p>Songs and rhymes are integral to the daily routine of the school day to encourage children to expand their existing vocabulary. Children are encouraged to join in with a wide range of songs and rhymes and share their own favourites from home.</p> <p>French: Family, name phrases, farm animals and sounds.</p>	

	encouraged to join in with a wide range of songs and rhymes and share their own favourites from home. French: Greetings, saying your name, numbers 1 - 10, colours, nativity.	French: Epiphany, birthdays, days of the week, months and birthdays. Colours, numbers 1-10, Easter.				
Personal, Social and Emotional Development (PSED)	Settling into new setting and separating from a familiar adult. Understanding and following boundaries and routines. Have a range of strategies to solve problems (supported by an adult). Develop friendships with other children. Follow rules and understand why they are important. Use language around emotions e.g. happy, sad, angry, worried. Understand how others might be feeling. Usually be able to take others' feelings into account and adapt behaviour accordingly. Develop personal hygiene skills e.g. hand washing. Opportunities to experience performing in front of families at Harvest and Christmas services. Life Skills Cycle 1 - Individual Liberty; Career and Finance Cycle 2 – Democracy; Diversity	Developing confidence in the school environment. Taking turns and sharing without adult support. Take others' feelings into account, with reminders where necessary. Learn strategies to solve friendship problems and begin to apply them. Thinking of ways of caring for others. Thinking about what we are good at and what we are proud of about ourselves. Learning to play co-operatively. Mutual respect and relationships. Learning how to self-regulate. Develop personal hygiene skills e.g. hand washing. Opportunities to develop performance skills at Easter service. Life Skills Cycle 1 - Mutual Respect and relationships Cycle 2 – Mutual Respect and relationships.	Show confidence when in new social situations. Adapt well to changes in routine and environment, particularly transition to Year 1. Take others' feelings into account when making decisions. Solve friendship problems with little or no adult support, using known strategies. Show resilience and perseverance in the face of challenge. Identify and moderate feelings, and think about the perspectives of others. Know and talk about ways to stay healthy. Independently use personal hygiene skills e.g. hand washing. Opportunities to demonstrate physical skills and self-confidence at sports day. Life Skills Cycle 1 - The Environment; A healthy, balanced Lifestyle.) Cycle 2 – Career and Finance; Identity; Risk			
Physical Development (PD)	Put on and take off coats, hats, shoes, socks independently (support with zips if needed). Become more confident, competent, creative and adaptive movers in a range of ways. Consolidate an understanding of safety and risk during physical activity. Space, pace and movement skills Sending and receiving a ball with feet and hands Coordination Opportunities to manipulate small objects using hands and small tools i.e. small construction, tweezers, threading, lacing. Encourage children to select appropriate tools for the activity. Lots of opportunities to mark make in the outdoor environment using natural materials, chalk, squeeze bottles with water to support children's hand strength, coordination and pincer grip. Support children to correctly form letters, from large movements using the whole arm down to mark making tools on paper. Continue to model and support tripod grip.	Get changed for PE, with support with buttons, zips and other fastenings. Introduction to invasion games; sending receiving, attacking, defending and scoring. Gymnastics: take-off and landing, balancing Dance: posture, jumps and musicality. Developing awareness of space. Running skills and multi skills. Developing confidence using scissors and pencils. Building hand and wrist strength to be able to manipulate tools effectively. Handwriting taught in small groups with adult support so misconceptions can be immediately addressed.	Get changed for PE with increasing independence. Develop body strength, co-ordination, balance and agility. Use core muscle strength effectively to sit with good posture at a table or on the floor. Confidently use a range of large and small apparatus outdoors and indoors. Athletic team skills, jumping, throwing, racquet and ball skills. Develop small motor skills in order to use a range of tools e.g. pencils, paintbrushes, scissors, cutlery. Handwriting taught in small groups with adult support so misconceptions can be immediately addressed. Children begin to develop an accurate and efficient handwriting style. Begin to develop an accurate and efficient handwriting style.			
Literacy	<u>Cycle 1 texts:</u> Izzy Gizmo and the Invention Convention – Pip Jones We're Going on a Bear Hunt – Michael Rosen The Day the Crayons Quit – Oliver Jeffers Jack and the Beanstalk I Don't Want to Wash my Hands – Tony Ross Oliver's Vegetables – Vivien French Can I be your Dog? Troy Cummings	<u>Cycle 2 texts:</u> Return – Aaron Becker The Very Hungry Caterpillar Lost and Found – Oliver Jeffers The Three Little Pigs Paddington Bear Peace at Last – Jill Murphy The Jolly Postman – Janet and Alan Ahlberg	<u>Cycle 1 texts:</u> The Tin Forest Handa's Surprise I Will Love You Anyway The Enormous Crocodile – Roald Dahl Mr Men Books	<u>Cycle 2 texts:</u> The Snowman – Raymond Briggs Kaya's Heart Song – Diwa Tharan The Gruffalo I Want My Hat Back – Jon Klassen The Very Busy Spider – Eric Carle Aesop's Fables	<u>Cycle 1 texts:</u> Monkey and Me – Emily Gravett Elmer The Enormous Turnip Mr Gumpy's Outing How to Catch a Star – Oliver Jeffers Nursery Rhymes	<u>Cycle 2 texts:</u> Wriggle and Roar – Julia Donaldson (poetry) The Train Ride – June Crebbin Astro Girl – Ken Wilson-Max Little Red Riding Hood A Bit Lost – Chris Haughton Anna Hibiscus Song – Atinuke How To Find a Fruit Bat – Michelle Robinson Nursery Rhymes
	Reading – decoding	Reading – decoding	Reading – decoding			

	<p>Read individual letters by saying the sounds for them. Blend sounds into words to read CVC words. Read short labels and captions using known letter-sound correspondence.</p> <p><u>Reading – comprehension</u> Answer questions about stories they have been read. Use picture books and wordless books to develop reading comprehension and inference skills. Develop a collection of favourite stories.</p> <p><u>Writing – transcription</u> Form lowercase letters clearly, using Read Write Inc. rhymes to support letter formation. Write labels and short captions using known letter-sound correspondence.</p> <p><u>Writing – composition</u> Record their ideas using marks they can understand and explain. Say what they want to write about.</p>	<p>Read words containing set 1 digraphs confidently and independently. Read carefully chosen books which use known letter-sound correspondence. Introduction to ‘red’ words which cannot be decoded. Re-read books to develop confidence, independence and fluency.</p> <p><u>Reading – comprehension</u> Answer increasingly complex questions about stories they have been read. Ask questions about stories to check understanding and find out extra information. Give reasons for why they like or dislike a story.</p> <p><u>Writing – transcription</u> Form lowercase letters correctly, using Read Write Inc. rhymes to support letter formation. Handwriting sessions to complement phonics sessions and reinforce skills taught. Develop a bank of ‘red’ words which can be spelled with support. Write captions and simple sentences using known letter-sound correspondence.</p> <p><u>Writing – composition</u> Say what they want to write as a sentence. Oral rehearsal of the sentence they want to write. Developing an understanding of how to write a story e.g. beginning/middle/end, story mountain.</p>	<p>Read words containing set 1 and 2 digraphs confidently and independently. Read carefully chosen books which use known letter-sound correspondence. Re-read books to develop confidence, independence and fluency. Develop a bank of ‘red’ words which can be sight read. Develop fluency and expression when reading.</p> <p><u>Reading – comprehension</u> Answer questions about stories they have been read and the stories they are able to independently read. Ask questions about stories to check understanding and find out extra information. Develop an understanding of how non-fiction texts can be used to find out new information.</p> <p><u>Writing – transcription</u> Form lowercase and capital letters clearly and correctly. Write sentences using known letter-sound correspondence. Apply knowledge of ‘red’ word spellings in independent writing. Introduction to simple punctuation e.g. capital letters, full stops.</p> <p><u>Writing – composition</u> Oral rehearsal of writing, including when writing independently. Re-read what they have written to check it makes sense. Continue to develop story-writing skills. Develop understanding of how writing can be used to share facts and information.</p>
Numeracy	<p>Count within 10 Subitise within 5 Recognise numerals to 10 Link numeral and cardinal value within 5 Comparing amounts within 10 One more/one less concept within 5 Composition of numbers within 5 Explore number bonds for numbers 0-5 Pattern: creating and extending AB, ABB or ABC patterns 3D and 2D shape recognition, including in the school and wider environment. Following instructions using positional language</p>	<p>Count within 20 Subitise within 10 Link numeral and cardinal value within 10 Comparing amounts within 10 Composition of numbers within 10 Explore number bonds for numbers 6-10 and consolidate 1-5. Double facts within 10. Pattern: creating AB, ABB and ABC patterns using a wide range of materials. 3D and 2D shape: exploration of properties and different uses for them. Opportunities to use positional language to give and follow instructions Consolidation</p>	<p>Count within and beyond 20 Link numeral and cardinal value within and beyond 20 Comparing amounts within and within and beyond 20 Composition of numbers beyond 10 Recall number bonds 0-10. Odd and even numbers to 10. Pattern: using and applying knowledge of pattern in different contexts. Using and applying knowledge of 2D and 3D shape properties. Measure - length, mass & capacity Consolidation</p>
Understanding of the World (UoW)	<p>History Cycle 1 – Toys from the Past – Childhoods of our parents and grandparents Cycle 2 – Change within Living Memory (school, medicine, communication) Geography Cycle 1 – Human and Physical Features in our school and the local area Cycle 2 – The UK and Capital Cities (focus on map work) RE Cycle 1 – What makes us special? (Christianity); Why is Christmas important? (Christianity) Cycle 2 – How does God want Christians to look after the world? Are gifts an important part of Christmas? (Christianity) Science Humans and other animals – recognising different types of animal</p>	<p>History Cycle 1 – The Great Fire of London 1666 Cycle 2 – Castles (1066 onwards) Geography Cycle 1 – Simple maps and routes. The UK - Scotland Cycle 2 – Weather around the World (including Equator, North and South Pole) RE Cycle 1 – How do people celebrate? (Hinduism); Why is Easter important (Christianity) Cycle 2 – What can Jesus’ stories teach us? (Christianity); Why was Jesus treated like a King? (Christianity) Science Types of materials and how they can change. Outdoor learning</p>	<p>History Cycle 1 – Explorers – Captain Scott, Neil Armstrong, Amelia Edwards Cycle 2 – Aviation – Holidays abroad travel and transport (Amelia Earhart and the Wright Brothers.) Geography Cycle 1 – Study of the Arctic (climate, animals, similarities and differences to UK) Cycle 2 - Study of Africa (weather, cultures, wildlife) RE Cycle 1 – What can we learn from stories? (Christianity, Islam & Hinduism); What makes places special? (Christianity, Islam & Hinduism) Cycle 2 - Is Shabbat important to Jewish children? (Judaism); Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism) Science</p>

	<p>Seasons – changes within the seasons</p> <p>Outdoor learning</p> <p>Cycle 1 – Ourselves and others/senses</p> <p>Cycle 2 – Materials/weather</p> <p>Computing</p> <p>Uses of technology in the world around us.</p> <p>Introduction to coding: following clear instructions.</p>	<p>Cycle 1 – Polar places</p> <p>Cycle 2 –Houses and homes</p> <p>Computing</p> <p>What is an algorithm? Giving and following clear instructions.</p> <p>Beebots – programming in instructions.</p>	<p>Plants – exploring plants in the local environment.</p> <p>Outdoor learning</p> <p>Cycle 1 – Nature/ on the farm.</p> <p>Cycle 2 – Maps/changing states</p> <p>Computing</p> <p>Beebots – programming instructions. Addition of beebot maps and more complex instructions.</p> <p>Using technology to create pictures.</p>
<p>Expressive Arts and Design (EAD)</p>	<p>Art</p> <p>Cycle 1 - Discover how children have played and entertained themselves over the last century. Examine the materials used in the production of a range of toys. Design, invent and make toys.</p> <p>Cycle 2 – Investigate primary and secondary colours. Explore the texture of natural forms found around the local environment during Autumn. Experiment with mark making.</p> <p>DT</p> <p>Cycle 1 – Textiles – design and make a puppet.</p> <p>Cycle 2 – Textiles - How are warm clothes made? Investigate weaving and felting. Design a warm outfit.</p> <p>Music</p> <p>Cycle 1 – pictures and sounds: graphic scores.</p> <p>Cycle 2 – Carnival of the Animals and The Nutcracker (classical music).</p> <p>Drama</p> <p>Personal communication: to understand the importance of eye contact with others.</p> <p>Speaking: to know the importance of projection and clarity when speaking.</p> <p>Awareness of space: while cooperating with peers, understand the significance of working safely and confidently within their own space.</p> <p>Posture: to understand how posture affects breath control when speaking.</p> <p>Dance</p> <p>Spatial awareness within a group: to know the importance of working within a circle and diagonally.</p> <p>Self-awareness: to know how to make a specific shape with your body.</p> <p>To begin to experience simple dance techniques.</p>	<p>Art</p> <p>Cycle 1 – Enjoy finding out more about events taking place around the world during this term. We will create work inspired by celebrations including Chinese New Year, the Rio Carnival, Holi and St David’s Day.</p> <p>Cycle 2 – Observe seasonal changes in the seasons and investigate how artists and illustrators capture the weather, nature and migration. Use a range of media to create pictures, sculptures and textiles inspired by spring</p> <p>DT</p> <p>Cycle 1 – Mechanical systems – moving parts – paper windmill/concertina’s.</p> <p>Cycle 2 – Spring is in the Air. DT -Structures– Design, make and evaluate a nest – Architects – Herzog and Pierre de Meuron.</p> <p>Music</p> <p>Cycle 1 – Music of Japan</p> <p>Cycle 2 – Music for celebrations</p> <p>Drama</p> <p>Performance skill and mime: to understand that spoken language is not used during mime.</p> <p>Introduction of the concept of illusion: to use imagination and concept of illusion to tell a story.</p> <p>Physicality: to know that the form your body takes can communicate a character to the audience.</p> <p>Dance</p> <p>Bounces and jumps: to understand how bending the knees (<i>plie</i>) impacts on the height of the jump and the safety of the landing.</p> <p>Posture: to know what good posture is i.e. Puppet Master.</p> <p>Musicality: to know how to use music rhythms to cue movement.</p>	<p>Art</p> <p>Cycle 1 – Examine famous explorers over history and consider what they experienced. Set sail in our lessons to discover new worlds. Recreate moments of history and document them using a range of media and technology</p> <p>Cycle 2 – Explore the seaside and the plants and creatures that exist in this habitat. Explore the texture and shape of seaside forms.</p> <p>DT</p> <p>Cycle 1 – Mechanisms – Design and make a robot.</p> <p>Cycle 2 –Mechanical systems – sliders – Design and make a moving aquarium with sliding fish.</p> <p>Music</p> <p>Cycle 1 – Keyboards</p> <p>Cycle 2 – Introduction to Rhythmic Notation and Nursery Rhymes</p> <p>Drama</p> <p>Performance: to know the simple conventions of a circus consisting of a variety of acts e.g. clowns, knife throwers, jugglers, elephants.</p> <p>Storytelling: to understand that a story can be told and developed through mime and the use of dialogue in isolation or combination.</p> <p>Audience: to know how to actively listen, watch and respond to a performance.</p> <p>Soundscape: to know that a soundscape can be created using vocal, body and instrumental sounds.</p> <p>Dance</p> <p>Balancing: to be able to create and hold a body position without moving.</p> <p>Galloping: to learn and perform basic dance movement vocabulary.</p> <p>Isolation: to begin to understand how to move one/some body parts while the rest of the body is still.</p>