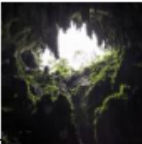


<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Explore speed, distance, direction and height by moving in different ways e.g. Skip, hop, run (introduce daily dash) • Develop large movements with use of bikes, scooters and trim trail including balance and agility • Develop pencil/scissor control to establish correct grip • REAL PE unit 3 - Balance • Develop awareness of what happens to our bodies when we exercise and link to keeping healthy • Fit 4 School assessments 	<p>Curriculum Mapping</p> <p>Autumn 1 FKS2 Learning Theme – Let's Explore and Autumn</p> <p>Key Vocabulary- family, relationships, friendship, maps, directions, senses</p> <div>   </div>	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Subitising objects and sounds • Counting – ordinality and cardinality • Composition of numbers to 4 • Develop spatial understanding using prepositional language and gestures • Compare sets – more than, fewer than
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Sharing weekend news • Weekly chatterbox using photos to support • Home Corner role play • Introduce talk partners • Re-tell and discuss stories and rhymes • Children have opportunities to follow 2 part instructions 	<p>Characteristics of Effective Learning Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go' Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Re-tell orally familiar stories/rhymes • Name writing • Know and use book language e.g. Author, title, words, illustrator • Use increasing phonic knowledge to identify sounds • Use phonics to read 2/3 letter words • Use known sounds/letters when writing • Use writing conventions – left to right, finger spaces • Spell 2/3 letter words correctly • ERIC Time • Daily story time • Form letters correctly (uppercase and lowercase) • 'Write Stuff' Unit – We're going on a Bear Hunt
<p><u>P4C</u></p> <ul style="list-style-type: none"> • Introduce Philosophy for Children to express views and learn to agree/disagree <p><u>Examples of Stimuli</u></p> <ul style="list-style-type: none"> • Images of different areas in school • Sensory objects 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Golden rules – understand good/bad choices • Manage personal needs • Develop awareness of keeping safe by making class rules together • Understand routines and expectations in reception • Make new friends and learn to work/play together • Develop social skills e.g. sharing • JIGSAW – Being Me in my World <p><u>Characteristics of Effective Learning</u></p> <ul style="list-style-type: none"> • Persevering Parrot – persevere when things are new/hard • Go for it Gorilla – Have a go at something new 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Observe and discuss seasonal/weather changes • Ourselves – name body parts, senses, how to be healthy • Talk about family members and communities • Explore physical features of our school site • Use world maps and globes • Languages Day – celebrate difference between countries <p><u>R.E.</u></p> <ul style="list-style-type: none"> • Being Special. Where do I belong?
		<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore, mix and use colour with a purpose • Mark making indoors and out with a planned intention • Using musical instruments focussing on rhythm • Dance – variety of genres/music • Support children to use tools safely and purposefully including different ways to join • Junk modelling – have an intention of what to make and discuss purpose/improvements • Drama – encourage performance of rhymes, stories, music • Self-portrait

<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Develop pencil control to form recognisable letters • Using one handed tools e.g. scissors, hole punch • Move rhythmically to music • Imitate/copy movements. Play follow my leader. • Explore speed, distance, direction and height by moving in different ways.e.g. march, crawl, roll • Outdoor curriculum – trim trail, bikes, scooters and large construction • Understand the importance of a healthy diet and exercise • Link importance of good oral health and pedestrian safety to dentists and school patrol officers • PE – Gymnastics 	<p>Curriculum Mapping</p> <p>Autumn 2 FKS2</p> <p>Learning Theme – Marvellous machines/Christmas</p> <div>   </div> <p>Key Vocabulary – Machines, electricity, batteries, emergency services, Jesus, Nativity, Christianity, Bible, Church</p>	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Counting, ordinality and cardinality to 5 • Compare sets by matching – more than, fewer than, equal number • Composition – explore the concept of ‘whole’ and ‘part’ • Composition of 3,4 and 5 • Matching numerals to quantities • Verbal counting beyond 20
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Sharing weekend news • Weekly chatterbox • Home Corner role play • Use of talk partners • Re-tell and discuss stories and rhymes • Children have opportunities to follow 2 part instructions • Conventions e.g. Turn taking, eye contact • Ask questions to clarify understanding <p><u>P4C</u></p> <p><u>Examples of stimuli</u></p> <ul style="list-style-type: none"> • Hats worn by emergency services • Videos of different machines • Images of the Nativity • Artefacts e.g. a crib, crook 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring – engagement</p> <p>Finding out and exploring</p> <p>Playing with what they know</p> <p>Being willing to ‘have a go’</p> <p>Active learning – motivation</p> <p>Being involved and concentrating</p> <p>Keeping trying</p> <p>Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking</p> <p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Read harder to read and spell words from phase2/3 • Use increasing phonic knowledge to segment and blend • ERIC Time • Daily story time including class voting system • Use a variety of cues when reading • Attempt spelling using phonic knowledge • Spell some common words correctly • Use upper and lower case letters in correct place in our names • ‘Write Stuff’ Units – Perfectly Norman and How to Catch a Star
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Work as part of a group and respect each other including managing the expectations within a school day e.g. lunch time • Social skills – turn taking • Develop empathy – what is someone else feeling • Understand good choices/bad choices and consequences • JIGSAW – Celebrating Differences • Develop an awareness of emotions <p><u>Characteristics of Effective Learning</u></p> <ul style="list-style-type: none"> • Concentrating Crocodile – stay focussed • Proud peacock – feel proud of your achievements 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Understanding roles in the community e.g. within school and our local community. Making links with services- paramedics, firefighters. • Remembrance day • Story of Guy Fawkes. <p><u>R.E.</u></p> <ul style="list-style-type: none"> • Why is Christmas special for Christians? 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Exploring colour using different medium. • Use of tools independently/selecting appropriate tool for need and using different joining techniques • Singing and performing for our Christmas performance. • Junk modelling with purpose - to make a machine. • Drama – acting out the nativity story • Design and make activities inside and outside

<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Pencil control/ name writing including surname • Using one handed tools e.g. scissors, hole punch to make puppets and painting, knives for preparing food • REAL PE Unit 4 (Ball Skills) • Outdoor curriculum (trim trail, bikes, scooters and large construction) 	<p>Curriculum Mapping</p> <p>Spring 1 FKS2 Learning Theme – Long Ago</p>  <p>Key Vocabulary – adult, baby, changes, event, grow, memory, past, traditional tales</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Subitising within 5 – focusing on die patterns • Match numerals to quantities within 5 • Counting – ordinality and the ‘staircase pattern’ • Composition of numbers to 7 – ‘5 and a bit pattern’ • 3D shape construction • Explore difference and equivalence • Compare sets making unequal sets equal •
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Sharing weekend news • Weekly chatterbox • Listening to stories including story headphones • Role play – enhanced home corner related to traditional tales • Talk partners • Retelling traditional tales with small world/ story maps 	<p><u>Characteristics of Effective Learning</u></p> <p>Playing and exploring – engagement</p> <p>Finding out and exploring</p> <p>Playing with what they know</p> <p>Being willing to ‘have a go’</p> <p>Active learning – motivation</p> <p>Being involved and concentrating</p> <p>Keeping trying</p> <p>Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking</p> <p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Book rich environment • ERIC time • Individual/guided reading books • Nursery rhymes • Daily story time • Writing – letters, lists, labels, re-telling stories, speech bubbles • Phase 3 phonics • Story maps for traditional tales • Hot Seating characters from stories • Write Stuff Units – On Sudden Hill and Pigs Might Fly
<p><u>P4C</u></p> <ul style="list-style-type: none"> • Video of Gingerbread Man • Music – Zorbas Dance • Images of wolves/ trolls • Artefacts from the past 		
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Classroom rules and golden rules • Playground rules and behaviour • Jigsaw – Dreams and Goals <p><u>Characteristics of Effective Learning</u></p> <ul style="list-style-type: none"> • Persevering Parrot – persevere when things are new/hard • Go for it Gorilla – Have a go at something new • Proud Peacock – Be proud of your achievements • Concentrating crocodile – Manage your distractions • Creative chameleon – being creative and having our own ideas 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Understanding changing seasons. • Knowing differences and similarities between things in the past and now (traditional tales) • Think about how we have changed since we were babies • Learn about what it was like to go to school in the past • Learn about how everyday objects, such as clothes, toys and vehicles have changed. • RE – Why is the word God so important to Christians? 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Painting/drawing characters from traditional tales • Exploring colour using different medium • Use of tools independently • Singing and musical instruments to accompany stories • DT/Junk modelling – houses for pigs, bridges for goats. • Drama – acting out traditional tales in role-play and in the outdoor areas. • Watch dance and drama performances of traditional tales and express feelings and responses • Daily singing

Physical Development

- Pencil control and correct letter formation
- Using one handed tools e.g. scissors, hole punch to make puppets and painting
- Gym - balancing/ jumps- transferring skills from floor- benches- and higher apparatus.
- Outdoor curriculum – planting using tools- physical movement e.g., digging, wheelbarrow.
- Outdoor curriculum (trim trail, bikes, scooters and large construction)
- Understand the importance of a healthy diet, sleep and limiting screen time



Curriculum Mapping

Spring 2 FKS2

Learning Theme –

Ready, Steady, Grow and Signs of Spring



Key Vocabulary – vegetable, fruit, compost, healthy, Easter, spring, seasons

Mathematics

- Ordering numbers to 8
- Sort and classify 2D shapes
- Compose pictures with shapes
- Doubles
- Sort numbers according to attributes – odd and even numbers

Communication and Language

- Sharing weekend news
- Weekly chatterbox
- Listening to stories
- Role play – enhanced home corner
- Discussing and sharing favourite stories for World Book Day.
- Talking about Mother's Day
- Look at non-fiction books to develop new vocabulary and knowledge
- Encourage children to offer explanations about why things happen

P4C

- Images of unusual vegetables
- Images of Jesus

Characteristics of Effective Learning

Playing and exploring – engagement

- Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

Literacy

- Book rich environment including non-fiction books related to growing theme
- ERIC time
- Individual/guided reading with flash words and reading books
- Daily story time
- Writing using phonics and high frequency words – letters, labels, lists, speech bubbles and cards
- Adjectives using 'FANTASTICS' to scaffold writing
- Non-fiction writing e.g. instructions to plant a seed
- Write Stuff Units – Jack and the Jellybean Stalk

Personal, Social and Emotional Development

- Classroom rules and golden rules reinforced.
- Playground rules and behaviour
- Jigsaw – Healthy Me
- Respecting different family values and the differences in family groups.

Characteristics of Effective Learning

- Persevering Parrot – persevere when things are new/hard
- Go for it Gorilla – Have a go at something new
- Proud Peacock – Be proud of your achievements
- Concentrating crocodile – Manage your distractions
- Creative chameleon – have creative ideas
- Slinky linky snake – making links

Understanding the World

- Understanding changing seasons.
- Investigating where food comes from
- Growing vegetables – making observations of plants and talk about changes
- Where does food come from – link to British fruit and vegetables

R.E.

- Why is Easter special for Christians?

Expressive Arts and Design

- Exploring colour using different medium.
- Use of tools independently
- Singing and musical instruments to accompany stories.
- Junk modelling
- Easter- Easter bonnets make Easter nests.
- Drama – acting out in role-play and in the outdoor areas.
- Singing Easter songs.
- Going to hymn practice.
- Daily singing

Physical Development

- Pencil control letter formation
- Using one handed tools e.g. scissors, hole punch, split pins, treasury tags.
- Real PE (Ball skills) and Hockey
- Outdoor curriculum (trim trail, bikes, scooters and large construction)



Curriculum Mapping

Summer 1 FKS2 Learning Theme Animal Safari &

Creep, crawl and wriggle

Key Vocabulary - minibeast, lifecycle, habitat, insect, camouflage, predator, prey.



Mathematics

- Pattern – copying, continuing and creating
- Counting larger sets and things that can not be seen
- Subitising including structured arrangements
- Composition of 10

Communication and Language

- Sharing weekend news
- Weekly chatterbox
- Listening to stories including listening station
- Role play – Enhanced home corner with garden
- Talk partners- during carpet time.
- Writing workshop- children to work with and talk to their visitors.
- Share non-fiction books linked to learning theme and use these to learn new knowledge and vocabulary

P4C

- Images of caged, safari and wild animals
- Images of unusual caterpillars
- Real caterpillars
- Music – Robert Schumann - Papillon

Characteristics of Effective Learning

Playing and exploring – engagement
Finding out and exploring
Playing with what they know
Being willing to 'have a go'
Active learning – motivation
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do
Creating and thinking critically – thinking
Having their own ideas
Making links
Choosing ways to do things

Literacy

- Vocabulary linked to learning themes
- Book rich environment – including non-fiction books linked to topics
- ERIC time
- Individual reading and group guided reading
- Phase 4 phonics
- Hot Seating characters from stories e.g., the ladybird, caterpillar.
- Labels for mini beasts, habitats, parts of mini beasts.
- Writing information posters.
- Reinforce correct use of lowercase and capital letters
- Write Stuff Units – Lost and Found and The Snail and the Whale

Personal, Social and Emotional Development

- Classroom rules and golden rules reinforced.
- Playground rules and behaviour
- Jigsaw – Relationships
 - Thinking about developing positive relationships with adults and peers in school and at home

Characteristics of Effective Learning

- Persevering Parrot – persevere when things are new/hard
- Go for it Gorilla – Have a go at something new
- Proud Peacock – Be proud of your achievements
- Concentrating crocodile – Manage your distractions
- Creative chameleon – have creative ideas
- Slinky linky snake – making links

Understanding the World

- Understanding changing seasons.
- Visit our school mini beast hotel
- Observe the changes to class caterpillars
- Outdoor curriculum – mini beast hunts, habitats
- Investigation station - magnifying glasses, animal lifecycles
- Explore different animal's habitats
- Compare different animals from different habitats to our locality
- Understand what animals need to grow, survive and stay happy and healthy
- Explore animal features and find out how they survive in the wild
- Compare the way that animals are similar and different

R.E.

- Which stories are special and why?

Expressive Arts and Design

- Exploring colour using different medium.
- Use of tools independently
- Singing and musical instruments to accompany stories.
- Junk modelling
- Drama – acting out stories (Bad Tempered Ladybird, very hungry caterpillar.)
- Daily Singing

Physical Development

- Cursive controlled letters- some children to join letters.
- Games- team games using equipment e.g. tennis rackets, hockey sticks, tag rugby
- Outdoor curriculum (trim trail, bikes, scooters and large construction)
- Parachute games
- Field – ball skills, small apparatus etc.
- Mini sports day – competing with year group peers



Curriculum Mapping

Summer 2 FKS2 Learning Theme – Commotion in the Ocean



Key Vocabulary – ocean, pollution, litter, sea creatures, pirate, mermaid

Mathematics

- Measure
- Subitising using rekenreks
- Number bonds to 5 and 10

Communication and Language

- Sharing weekend news
- Weekly chatterbox
- Listening to stories including CD player
- Role play – enhanced home corner
- Talk partners- during carpet time.

P4C

- plastic pollution in oceans
- images of pirates/mermaids
- Sea shanty

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

Literacy

- Vocabulary linked to learning themes
- Book rich environment – including non-fiction books linked to topics
- ERIC time
- Individual reading with flash words and reading books
- Guided reading
- Reading non-fiction books/ play scripts/ poetry
- Phase 4 phonics
- Making information posters
- Write Stuff unit – Ruby's Worry

Personal, Social and Emotional Development

- Classroom rules and golden rules reinforced.
- Playground rules and behaviour
- Jigsaw – Changing Me
- Transition to Year 1

Characteristics of Effective Learning

- Persevering Parrot – persevere when things are new/hard
- Go for it Gorilla – Have a go at something new
- Proud Peacock – Be proud of your achievements
- Concentrating crocodile – Manage your distractions
- Creative chameleon – have creative ideas
- Slinky linky snake – making links

Understanding the World

- Exploring floating and sinking
- Making observations about sea animals
- Discuss similarities and difference in relation to ocean and sea animals
- Eco – sea pollution
- Recycling – Why is it important?

R.E.

- Which places are special and why?

Expressive Arts and Design

- Exploring colour and texture using different medium.
- Use of tools independently
- Singing and musical instruments to accompany stories.
- Junk modelling linked to recycled materials
- Self-portraits (children to compare with September portrait)
- Daily singing