

# Foundation Curriculum Topic Map

## Foundation 2



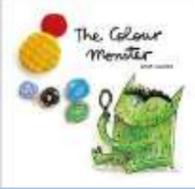
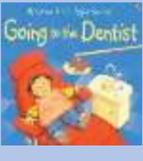
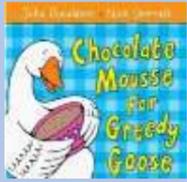
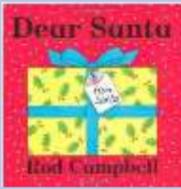
THE WEST PARK ACADEMY

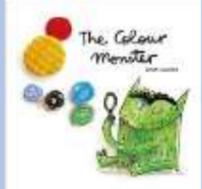
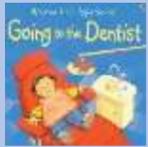
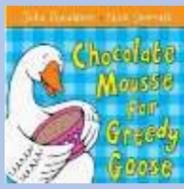
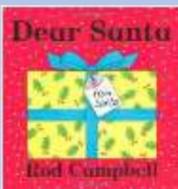
LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

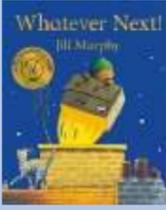
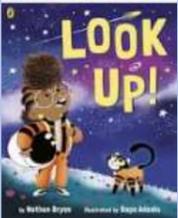
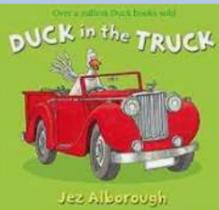
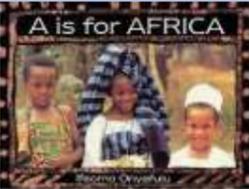
**Vision:**

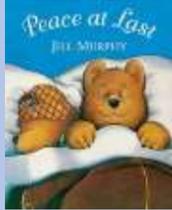
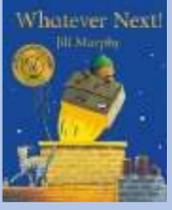
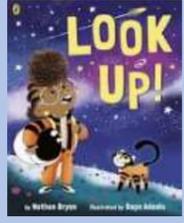
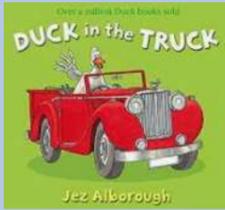
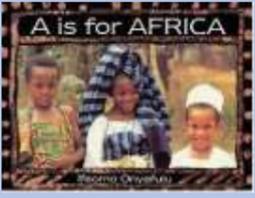
*Challenging educational orthodoxies so that every child makes good progress in all subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive an inspiring curriculum;*  
*all academies strive to be outstanding.*

	Autumn 1 (F2)							Autumn 2 (F2)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Topic	Incredible Me							Winter Celebrations							
Story Focus	<b>Things I Like</b> 		<b>The Colour Monster</b> 		<b>Going to the Dentist</b> 	<b>Chocolate Mousse for Greedy Goose</b> 		<b>The Gunpowder Plot</b> 	<b>The Snowman</b> 		<b>Dear Santa</b> 		<b>The First Christmas</b> 		
Communication and Language	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>							<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Engage in story times!</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>							
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>							<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>							
Physical Development	<p><b>Real PE - Unit 1 – Personal Skills</b></p> <ol style="list-style-type: none"> <li>Coordination – Foot Work</li> <li>Static Balance - One Leg</li> </ol> <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>							<p><b>Real PE - Unit 2 – Social</b></p> <ol style="list-style-type: none"> <li>Dynamic Balance to Agility: Jumping and Landing</li> <li>Static Balance: Seated</li> </ol> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination, and agility.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>							

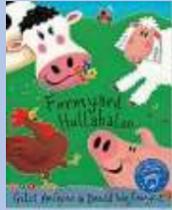
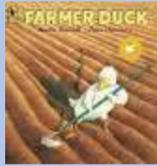
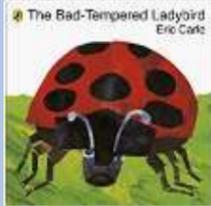
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Literacy	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some or all their name.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>matched to the school's phonic programme. Read a few common exception words matched to the school's phonic programme.</li> <li>Form lower-case and capital letters correctly.</li> </ul>							<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>								
Mathematics	<ul style="list-style-type: none"> <li>Match and Sort</li> <li>Compare Amounts</li> <li>Compare Size, Mass and Capacity</li> <li>Explore Pattern</li> <li>Representing 1,2 and 3</li> <li>Count objects, actions and sounds.</li> <li>Subitise</li> <li>Link the number symbol (Numeral) with its cardinal number value.</li> <li>Count beyond ten</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Continue and copy repeated patterns.</li> </ul>							<ul style="list-style-type: none"> <li>Representing 1,2 and 3</li> <li>Comparing 1,2 and 3</li> <li>Composition on 1,2 and 3</li> <li>Circles and Triangles</li> <li>Positional Language</li> <li>Representing Numbers to 5</li> <li>More or Less</li> <li>Shapes with 4 sides</li> <li>Time</li> <li>Count objects, actions and sounds.</li> <li>Subitise</li> <li>Link the number symbol (Numeral) with its cardinal number value.</li> <li>Count beyond ten</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Select, rotate and manipulate shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>								
Understanding of the World	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>							<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Comment on images of familiar situations in the past</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>								
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Develop storylines in their pretend play.</li> </ul>							<p><b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques,</li> <li>Experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well known nursery rhymes and song. <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> </li> </ul>								
Discovery RE	<p><b>Theme:</b> Special People  <b>Key Question:</b> What makes people Special?  <b>Religions:</b> Christianity, Judaism.  (See planning for links to Development Matters)</p>							<p><b>Theme:</b> Christmas  <b>Key Question:</b> What is Christmas?  <b>Religions:</b> Christianity  <b>Christian concept:</b> Incarnation  (See planning for links to Development Matters)</p>								

<b>JIGSAW</b>	<p><b>Being me in my World</b></p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different.</li> <li>• I can start to recognise and manage my feelings.</li> <li>• I enjoy working with others to make school a good place to be.</li> <li>• I understand why it is good to be kind and use gentle hands.</li> <li>• I am starting to understand children's rights, and this means we should be allowed to learn and play.</li> <li>• I am learning what responsible means.</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I can identify something I am good at and understand everyone is good at different things.</li> <li>• I understand that being different makes us all special.</li> <li>• I know we are all different but the same in some ways.</li> <li>• I can tell you why I think my home is special to me.</li> <li>• I can tell you how to be a kind friend.</li> <li>• I know which words to use to stand up for myself when someone says or does something unkind.</li> </ul>
<b>Hooks &amp; Events</b>	<p>Baseline Assessments  Autumn Focus  Teeth Brushing  Family Photos  Books &amp; Biscuits 28<sup>th</sup> September  Throw Autumn leaves in the air  Crunch through Autumn leaves</p>	<p>Bonfire Night 5<sup>th</sup> November  Fire Engine Visit  Diwali 12<sup>th</sup> November  Hanukah 7<sup>th</sup> December – 15<sup>th</sup> December  Remembrance Day 11<sup>th</sup> November  Christmas / Nativity  Parent Craft Afternoon 12<sup>th</sup> December  Hold a sparkler and write your name  Apple bobbing  Christmas Party  – do the hokey cokey  - play party games (e.g. pass the parcel)  Post a card to a family/friend/Santa  Go to a pantomime 6<sup>th</sup> December  Take part in a show 5<sup>th</sup> / 7<sup>th</sup> December</p>

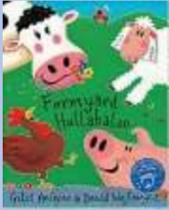
	Spring 1 (F2)						Spring 2 (F2)					
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Topic	Above and Beyond						Are we there yet?					
Story Focus	<b>Peace at Last</b> 		<b>Whatever Next!</b> 		<b>The Queens Lift Off</b> 	<b>Look Up!</b> 	<b>Duck in the Truck</b> 		<b>A is for Africa</b> 		<b>Robin Hood</b> 	<b>All about Palm Sunday</b> 
Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>						<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
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Physical Development	<p><b>Real PE - Unit 3 – Social</b></p> <ol style="list-style-type: none"> <li>Dynamic Balance: On a line</li> <li>Static Balance: Stance</li> </ol> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>						<p><b>Real PE - Unit 4 – Creative</b></p> <ol style="list-style-type: none"> <li>Coordination: Ball skills</li> <li>Counterbalance: With a Partner</li> </ol> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>					

	Spring 1 (F2)						Spring 2 (F2)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Above and Beyond						Are we there yet?					
Story Focus	Peace at Last 		Whatever Next! 		The Queens Lift Off 	Look Up! 	Duck in the Truck 		A is for Africa 		Robin Hood 	All about Palm Sunday 
Literacy	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>						<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p>					
Mathematics	<ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Comparing mass</li> <li>Comparing capacity</li> <li>6, 7 and 8</li> <li>Combining two amounts</li> <li>Making Pairs</li> <li>Length and Height</li> <li>Time</li> <li>Count objects, actions and sounds.</li> <li>Subitise</li> <li>Link the number symbol (Numeral) with its cardinal number value.</li> <li>Count beyond ten</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Compare length, weight and capacity.</li> </ul>						<ul style="list-style-type: none"> <li>Counting to 9 and 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>3-d shape</li> <li>Spatial awareness</li> <li>Patterns</li> <li>Continue and copy repeated patterns.</li> <li>Compare Numbers</li> <li>Automatically recall number bonds for numbers 0-10.</li> <li>Select, rotate and manipulate shapes to that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>					
Understanding of the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>						<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Develop storylines in their pretend play.</p>	<p><b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques,</li> <li>Experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well known nursery rhymes and song. <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> </li> </ul>
<b>Discovery RE</b>	<p><b>Theme:</b> Celebrations  <b>Key Question:</b> How do People Celebrate?  <b>Religions:</b> Hinduism  (See planning for links to Development Matters)</p>	<p><b>Theme: Easter</b>  <b>Key Question:</b> What is Easter?  <b>Religions:</b> Christianity  <b>Christian concept:</b> Salvation  (See planning for links to Development Matters)</p>
<b>JIGSAW</b>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>I understand that if I persevere, I can tackle challenges.</li> <li>I can tell you about a time I didn't give up until I achieved my goal.</li> <li>I can set a goal and work towards it.</li> <li>I can use kind words to encourage people.</li> <li>I understand the link between what I learn and the job I might like to do when I am older.</li> <li>I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>I understand that I need exercise to keep my body healthy.</li> <li>I understand how moving and resting are good for my body.</li> <li>I know which foods are healthy and can make healthy eating choices.</li> <li>I know how to help myself go to sleep and understand why sleep is good for me.</li> <li>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>I know who my safe adults are and how to stay safe if they are not close by me.</li> </ul>
<b>Hooks &amp; Events</b>	<p><b>Winter Focus</b>  Slumber Party  Dark area  Chinese New Year 22<sup>nd</sup> January  Safer Internet day – 6<sup>th</sup> February  Books &amp; Biscuits 8<sup>th</sup> February  EID – 9<sup>th</sup>/10<sup>th</sup> April  Smash ice with a stick outdoors  Take a selfie through a loo roll tube and pretend you're the moon  Make a vitamin c rocket</p>	<p><b>Spring Focus</b>  Pancake Day/Making 21<sup>st</sup> February  Vehicles Spotting Walk  Photos of Children's trips/holidays  Wheels Day (last week)  Parent Craft Afternoon 19<sup>th</sup> March  St David's Day -1<sup>st</sup> March  World Book Day – 7<sup>th</sup> March  Mother's Day – 10<sup>th</sup> March  St Patricks Day- 17<sup>th</sup> March  St George's Day – 23<sup>rd</sup> March</p> <p>Make friends with people who live in a different country – Pen pals</p>

	Summer 1 (F2)						Summer 2 (F2)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Do cows Drink Milk?						Curious Creatures					
Story Focus	Farmyard Hallabloo 		Cows 		Sheep 	Farmer Duck 	The Very Hungry Caterpillar 		The Bad Tempered Ladybird 		The Very Busy Spider 	
Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG: Listening and Attention</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>						<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG: Listening and Attention</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>					
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>						<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					

<b>Physical Development</b>	<p><b>Real PE – Unit 5 – Applying Physical</b></p> <ol style="list-style-type: none"> <li>1. Coordination: Sending and Receiving</li> <li>2. Agility: Reaction/Response</li> </ol> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> </ul> </li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Real PE – Unit 6– Health and Fitness</b></p> <ol style="list-style-type: none"> <li>3. Agility: Ball Chasing</li> <li>4. Static Balance: Floor Work</li> </ol> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> </ul> </li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
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	Summer 1 (F2)						Summer 2 (F2)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Do cows Drink Milk?						Curious Creatures					
Story Focus	<b>Farmyard Hallabloo</b> 		<b>Cows</b> 		<b>Sheep</b> 	<b>Farmer Duck</b> 	<b>The Very Hungry Caterpillar</b> 		<b>The Bad Tempered Ladybird</b> 		<b>The Very Busy Spider</b> 	
Literacy	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>matched to the school's phonic programme.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p>						<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>					
Mathematics	<ul style="list-style-type: none"> <li>Build numbers beyond 10.</li> <li>Count patterns beyond 10</li> <li>Spatial Reasoning</li> <li>Match, rotate, manipulate.</li> <li>Adding More <ul style="list-style-type: none"> <li>Taking away</li> </ul> </li> </ul> <p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>						<ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and Odd</li> <li>Spatial Reasoning</li> <li>Patterns and Relationships</li> <li>Spatial Mapping</li> </ul> <p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> </li> </ul>					
Understanding of the World	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Draw information in a simple map.</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul>						<ul style="list-style-type: none"> <li>Understand the key features of a life cycle of an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore the natural world around them.</li> <li>Describe what they can see, hear and feel whilst outside.</li> <li>Draw information in a simple map.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul>					
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Develop storylines in their pretend play.</p>						<p><b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques,</li> <li>Experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well known nursery rhymes and song. <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> </li> </ul>					

<b>Discovery RE</b>	<b>Theme: Story Time</b> <b>Key Question:</b> What can we learn from stories. <b>Religions:</b> Hinduism, Islam, Sikhism. (See planning for links to Development Matters)	<b>Theme: Special Places</b> <b>Key Question:</b> What makes places special. <b>Religions:</b> Christianity, Islam, Judaism. <b>Christian concept:</b> Salvation (See planning for links to Development Matters)
<b>JIGSAW</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>I know how to make friends to stop myself from feeling lonely.</li> <li>I can think of ways to solve problems and stay friends.</li> <li>I am starting to understand the impact of unkind words.</li> <li>I can use Calm Me time to manage my feeling.</li> <li>I know how to be a good friend.</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>I can name parts of the body.</li> <li>I can tell you some things I can do and foods I can eat to be healthy.</li> <li>I understand that we all grow from babies to adults.</li> <li>I can express how I feel about moving to Year 1</li> <li>I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>I can share my memories of the nest bits of this year in Reception.</li> </ul>
<b>Hooks &amp; Events</b>	Farm visit White Post farm (Possible 16 <sup>th</sup> May) Books & Biscuits 9 <sup>th</sup> May Fill water balloons and throw them Have a picnic outdoors Eat an ice cream cone Grow tomatoes and eat them Go on an adventure to a farm	<b>EYFS Assessment</b> <b>Summer Focus</b> Life cycle of a caterpillar – Real Caterpillars Bug Hunt Sports Day Father's Day – 16 <sup>th</sup> June Find a stick and make it your own. Grow caterpillars into butterflies Explore your garden for mini beasts Learn to play hopscotch

**Culture Capital - Throughout the Year:**

- Use a magnifying glass
- Pretend to conduct your own orchestra
- Bounce a bouncy ball as hard as you can
- Learn to jump a rope (skipping)
- Print using only your hands and feet
- Make mud pies
- Learn to roll like a pencil
- Squirt shaving foam and rub your hand in it
- Make a scrapbook of your favourite things/people – floor books
- Chalk on the pavement
- Do 1 kind act for others each week for a year