

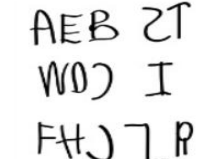
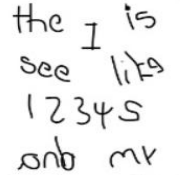


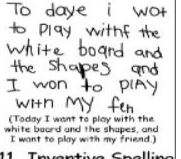





Foundation Stage 2 Long Term Planning Overview – Cycle B

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme of Learning	It's All About You...	All Of The Lights...	The Story of My Life...	I Heard It Through the Grapevine...	Born to Be Wild...	Go Your Own Way...
Reading Enhanced Curriculum						
Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres (EY REC)						
<p>Focus Texts – Linked to Talk 4 Writing</p> <p>Two Texts to be covered per half-term.</p> 	<p>Fiction Little Red Hen <i>Story Pattern:</i> Journey <i>Focus:</i> Description – Character Non-Fiction Opportunities Instructions: How to make bread List: Who helped and who didn't? Poster: Help Wanted! – For kind friends Invite: Invitation to bread-tasting party.</p> <p>AND</p> <p>Fiction Owl Babies <i>Story Pattern:</i> Lost and Found <i>Focus:</i> Description – Character Non-Fiction Opportunities Information Text: Facts about owls Diary: A page from Sarah's diary while Mum was gone Poster: Lost owl – Have you seen our mummy? List: Things babies need to feel safe</p>	<p>Fiction Whatever Next! <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings Non-Fiction Opportunities Instructions: How to go to the moon List: What to pack in a picnic for space Letter: Letter from Baby Bear to mum explaining his trip Advert: "Come to the Moon" – Travel advert</p> <p>AND</p> <p>Fiction Stick Man <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings Non-Fiction Opportunities Poster: Lost! Have you seen Stick Man? Diary: A day in the life of Stick Man List: All things Stick Man became Information Text: The Seasons</p> <p>Christmas Week Wish list for Santa, Diary of an elf, Christmas cards, How to make Christmas biscuits, etc.</p>	<p>Fiction The Gingerbread Man <i>Story Pattern:</i> Journey <i>Focus:</i> Description – Setting Non-Fiction Text: How to make Gingerbread Text Type: Instructions Additional Non-Fiction Opportunities Recipe: How to make gingerbread people Poster: Wanted! Runaway biscuit! Instructions: How to catch the Gingerbread Man Invite: Tea party invite from the Gingerbread Man</p> <p>OR</p> <p>The Tiger Who Came to Tea <i>Story Pattern:</i> Change <i>Focus:</i> Description – Character Non-Fiction Text: Thank you for coming to tea, Mr Tiger! Text Type: Letter Additional Non-Fiction Opportunities Shopping List: To replace what the tiger ate Poster: Missing Tiger – Have you seen him? Invite: Tea party invitation for the tiger Letter: From Sophie</p>	<p>Fiction Oliver's Vegetables <i>Story Pattern:</i> Change Story <i>Focus:</i> Description – Character Non-Fiction Opportunities Information Text: About different vegetables Instructions: How to plant a seed List: Vegetables Oliver tried Recipe: How to make vegetable soup</p> <p>AND</p> <p>Fiction Jack and the Beanstalk <i>Story Pattern:</i> Overcoming the Monster <i>Focus:</i> Description – Character Non-Fiction Opportunities Instructions: How to grow a beanstalk that reaches the sky Letter: From the Giant – "Give me back my harp!" Information Text: The Castle in the Sky Poster: Wanted! Jack the Thief! Shakespeare Week Text: The Tempest <i>Music/Story sessions</i></p>	<p>Fiction The Teeny-Weeny Tadpole <i>Story Pattern:</i> Journey <i>Focus:</i> Description – Setting Non-Fiction Text: Life Cycle of a Frog Text Type: Information Additional Non-Fiction Opportunities Information Text: Frog life cycle Diary: A day in the life of a tadpole Poster: Pond safety rules List: Creatures that live in the pond</p>	<p>Fiction Blown Away <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings Additional Non-Fiction Opportunities Instructions: How to fly a kite List: Things the penguin friends bought with them Poster: Weather Warning! Diary: A page from Penguin's travel diary. Map: Penguin's travels</p> <p>AND</p> <p>Fiction Handa's Surprise <i>Story Pattern:</i> Journey <i>Focus:</i> Openings and Endings Non-Fiction Text: How to make a yummy fruit salad Text Type: Instructions Additional Non-Fiction Opportunities Information Text: Fruits from Handa's basket List: African animals from the story Poster: Yummy fruit for sale! Invite: Come to fruit-tasting party Weather Report: Describe weather in different areas on a map</p>

<p>Supporting Texts (<i>Children to decide on story time</i> books via book vote. <i>Top 30 Reads and LPfL books may also be used. Links to British Values</i>)</p> 	<p>Fiction: A Squash and A Squeeze Chicken Licken Handa's Hen The Story of the Little Mole Who Knew it was None of his Business Wow! Said the Owl Apple Trouble! Ouch! A T-Wit for a T-Woo There's a Tiger in the Garden Non-Fiction: We Are All Welcome Children Just Like Me People who Help Us Series Changing Seasons Bread We Love Festivals Black History: Discover Amazing People Little Leaders: Bold Women in Black History Little Leaders: Exceptional Men in Black History What to Look for in Autumn Learning about The Life Cycle of An Owl Buzz Aldrin: To the moon and back: My Apollo 11 Adventure I Want to Be an Astronaut Look Inside: Space Little Kids First Big Book of Space Jackson Pollock Splashed Paint and Wasn't Sorry Bridget Riley Works: 1981-2015</p>	<p>Fiction: Stanley's Stick Guess How Much I Love You! All About Alfie My Dad My Mum How to Babysit a Grandad Katie Morag and the Two Grandmothers The Pet Shop The Ghost Train Funny Bones Winnie the Witch – Book Series The Way Back Home How to Catch a Star Pumpkin Soup Non-Fiction: Goodnight, Spaceman Weather Watch Roaring Rockets Popcorn Series: A Year of Festivals Diwali Rama and the Demon King Bonfire Night Noisy Paint Box Land Art</p>	<p>Fiction: The Knight Who Wouldn't Fight Keep Out! Troll How to Catch a Dragon The Princess and the Pea Mr Wolf's Pancakes Mama Panya's Pancakes Biscuit Bear Cake Mini Rabbit Not Lost Supertato – Book Series The Smartest Giant in Town Non-Fiction: Changing Seasons Chinese New Year Nadiya's Bake Me a Celebration Story Nadiya's Bake Me a Festive Story Nadiya's Bake Me a Story My Monster and Me Today I Am Strong Henry Moore at Kew Barbara Hepworth: What Do You See?</p>	<p>Fiction: Kitchen Disco Veg Patch Party Avocado Baby The Big Hungary Bear Trust Me, Jack's Beanstalk Stinks! The Little Gardener Non-Fiction: Easter Sparkles Life Cycle of a Broad Bean Life Cycle: Sunflower All about Vegetables: Food Zone Salad Easter New Life Cycles Life Cycles Tadpole to Frog</p>	<p>Fiction: Fix It Duck Captain Duck We're Going on an Egg Hunt The Wide-Mouthed Frog Oi Frog Oi Duck Billed Platypus Odd Dog Out Hairy Maclary at Donaldson's Diary Grrrrrrr! Rainbow Fish The Tiger Who Came to Tea Non-Fiction: DK: My First Farm DK: Farm Animals Pigs Cows Milk, Cheese, and Eggs Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book: 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep Van Gogh: He Saw the World in Vibrant Colours Meet Van Gogh The Drawings of L.S. Lowry</p>	<p>Fiction: Lucy and Tom at the Seaside Alfie on Holiday The Storm Whale What the Ladybird Heard at the Seaside Sharing a Shell Grandma Bird Oi, Get Off Our Train! Mr Grumpy's Motorcar Picnic On the Way Home Mrs Honey's Hat Blow Away Non-Fiction: Weather Watch: Sun Gymnastics Dancing Where I Live: By the Seaside Cycling Football Summer: Changes in the Environment Going on Holiday! Meet Claude Monet David Hockney: Little People, Big Dreams Art: A Children's Encyclopaedia</p>
<p>Joy Of Reading Children get the chance to choose from our "Top 30" list as an additional home reader. These texts are to be used to support complimentary story time books. "Top 30" to be throughout provision alongside LPfL Top 30 Reads.</p>						




<p>Nursery Rhymes Rhyme of the Week: The rhyme supports phonological awareness and patterns in sounds. (Links to Nursery Rhyme and Poetry Progression Document – Nursery to Year 6) <i>Year 1: Oracy, Speaking and Music</i></p>	<p>Polly Put the Kettle On There was an Old Lady who Swallowed a Fly It's Raining, It's Pouring Miss Polly had a Dolly How Much is that Doggy? Pitter Patter Pit Pat Five Little Owls Five Little Hens</p>	<p>Twinkle, Twinkle Chocolate Bar Three Blind Mice Star Light, Star Bright Here We Go Around the Mulberry Bush This Old Man Michael Finnegan</p>	<p>Little Bo Peep Little Miss Muffet Peter Piper Roses are Red, Violets are Blue Pease Porridge Hot</p>	<p>Old MacDonald – 10 Animals Sing a Song of Six Pence Mary had a Little Lamb 10 in a Bed Easter Songs</p>	<p>Wheels on the Bus – 10 Actions Ring o Ring o Roses Dingle Dangle Scarecrow We're all Going to the Zoo Tomorrow</p>	<p>The Grand Old Duke of York London Bridge London's Burning Frere Jacques Oranges and Lemons</p>
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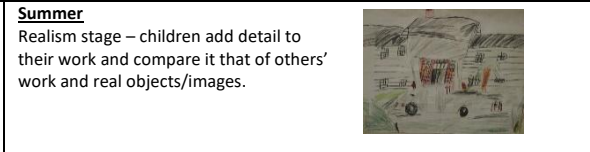
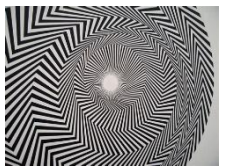





		Comprehension		Word Reading		Writing	
Literacy <i>Year 1: Writing, Speaking, RWI/ Phonics progression</i>	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	<p>Reception Re-read books to build up their confidence in word reading, their fluency and understanding and enjoyment.</p>	<p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p>	<p>Reception Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Reception Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s/. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
	Writing Progression	<p>Writing Progression</p>  <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p>Writing Progression</p>  <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>Writing Progression</p>  <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	<p>Writing Progression</p>  <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>Writing Progression</p>  <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>Writing Progression</p>  <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>

	RWI Phonics	Teach Set 1 Sounds Handwriting Oral Blending	Recap Set 1 Sounds Handwriting Oral Blending	Recap Set 1 Sounds Handwriting Blending to read Set 1 Recap Special Friends Spelling (Set 1 Word Time – 1.5-1.6) Ditties	Set 1 Recap Special Friends Spelling (Set 1 Word Time – 1.5-1.6) Ditties	Teach Set 2 Sounds Spelling (Set 1 Word Time – 1.6-1.7) Red Books	Teach Set 2 Sounds Spelling (Set 1 Word Time – 1.6-1.7) Red Books	Recap Set 2 Sounds Spelling – Set 2 Sounds Green Books	Recap Set 2 Sounds Spelling – Set 2 Sounds Green Books	Recap Set 2 Sounds with a focus on consonant clusters Purple Books
	Launchpad for Literacy	<p>Phonological Awareness Strand:</p> <ul style="list-style-type: none"> - Rhythm and Syllable - Auditory Blending - Segmentation - Rhyming - Alliteration - Phoneme Identification - Speech Sounds - Sequential Auditory Memory - Auditory Discrimination - Visual Attention and Discrimination - Visual Memory 								
	Pencil Grip: Fine Motor	<p>4 Finger Grasp</p> 	<p>Tripod Grasp</p> 	<p>Dynamic Tripod Grasp</p> 						
Communication and Language <i>Year 1 Speaking</i>	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	Listening, Attention and Understanding			Speaking					
		<p>Reception</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>ELG</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Reception</p> <p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own word. Use new vocabulary in different contexts.</p>	<p>ELG</p> <p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past and present tenses, and making use of conjunctions with modelling and support from the teacher.</p>					




<p>Maths: Mastering Number / White Rose Maths Maths is everywhere across F1 and F2, both indoors and outdoors. In addition, it is promoted through strands of EY REC through stories and rhymes. Year 1: <i>Progressive links to White Rose Maths</i></p>	<p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i></p>	<p>Autumn Week 1 and 2 – Getting to Know You Week 3 and 4 – Match, Sort and Compare Week 5 and 6 – Talk about Measure and Patterns Week 6 and 7 – It’s Me: 1,2,3 Week 9 – Circles and Triangles Week 10 and 11 – 1,2,3,4,5 Week 12 – Shapes with 4 Sides</p>	<p>Spring Week 1 and 2 – Alive in 5 Week 3 – Mass and Capacity Week 4 and 5 – Growing 6,7,8 Week 6 and 7 – Length, Height and Time Week 8, 9 and 10 – Building 9 and 10 Week 11 and 12 – Explore 3D Shapes</p>	<p>Summer Week 1 and 2 – To 20 and Beyond Week 3 – How Many Now? Week 4 and 5 – Manipulate, Compose and Decompose Week 6 and 7 – Sharing and Grouping Week 8, 9 and 10 – Visualise, Build and Map Week 11 – Make Connections Week 12 – Consolidation</p>
	<p>Number</p>		<p>Numerical Pattern</p>	
<p>Reception Count objects, actions, and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p>		<p>ELG Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p>	<p>Reception Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns. Compare length, weight and capacity.</p>	<p>ELG Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Physical Development	<p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i></p>	Gross Motor Skills			Fine Motor Skills		
	<p>PE Lessons: Gross Motor Get Set 4 P.E.</p>	<p>Reception Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping. Progress towards a more fluent style of moving, with developing control and grace. 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. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, and batting. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. 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. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>	<p>Reception 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.</p>		
	<p>Introduction to PE: Unit 2 To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p>	<p>Ball Skills: Unit 2 To develop rolling and tracking a ball. To develop accuracy when throwing a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.</p>	<p>Dance: Unit 2 To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.</p>	<p>Fundamentals: Unit 2 To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p>	<p>Games: Unit 2 To aim when throwing and practise keeping score. To following instructions and move safely when playing tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team.</p>	<p>Gymnastics: Unit 2 To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.</p>	

	Pencil Grip: Fine Motor	4 Finger Grasp 	Tripod Grasp 	Dynamic Tripod Grasp 		
PSED Year 1 Progressive Links	Jigsaw PSHE	<p>Autumn Term 1: Being Me in My World I understand how it feels to belong and that we are all similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p> <p>Autumn Term 2: Celebrating Difference I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>Spring Term 1: Dreams and Goals I understand that if I persevere, I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I can understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Spring Term 2: Healthy Me I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and that sleep is good for me. I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>Summer Term 1: Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I can start to think about the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.</p> <p>Summer Term 2: Changing Me I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p>		
	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.	Self-Regulation		Managing Self		Building Relationships
	<p>Reception Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>ELG Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Reception See themselves as a valuable individual. Manage their own needs. Show resilience and perseverance in the face of challenge.</p>	<p>ELG Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Reception Build constructive and respectful relationships.</p>	<p>ELG Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Oral Health</p>	<p>Statutory Requirement</p>	<p>Dental Decay is a growing issue across our country, and we understand the importance of promoting good oral health in EYFS. <u>Our curriculum will address the points below:</u></p> <ul style="list-style-type: none"> - Links to Healthy Me (Jigsaw) - Talking to children about the effects of eating too many sweet things - Promoting regular toothbrushing – twice a day for two minutes using fluoride toothpaste - Encouraging children to visit the dentist regularly (twice a year is recommended) - Encouraging parents to promote good oral health at home - Information leaflets - Non-fiction books linked to healthy eating and the dentist - Healthy eating displays - Snack areas / Snack time of key importance - Food technology linking to a range of EY REC texts <p><u>Oral Health Book Links (EY REC)</u></p> <ul style="list-style-type: none"> - Little Red Hen - The Gingerbread Man - Oliver’s Vegetables - Handa’s Surprise 					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design Year 1: Responding to art, sculpture and form, painting, and colour, drawing line and tone, printing pattern and textiles, Designing, Making, Evaluating, Technical Knowledge</p>	<p>By the end of F2, children should achieve Early Learning Goal highlighted in yellow. For those children who may not be at this stage of progression, please refer to F1 stages.</p>	<p style="text-align: center;">Creating with Materials</p> <p><u>Reception</u> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.</p> <p><u>ELG</u> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make the most of props and materials when role playing characters in narratives and stories.</p>			<p style="text-align: center;">Being Imaginative and Expressive</p> <p><u>Reception</u> Listen attentively, move to, and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>ELG</u> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>		
	<p>Expectations for Drawing and Painting</p>	<p><u>Autumn</u> Pre-schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.</p>		<p><u>Spring</u> Schematic stage – children have a definite way to portray certain objects using simple shapes.</p>		<p><u>Summer</u> Realism stage – children add detail to their work and compare it that of others’ work and real objects/images.</p> 	
	<p>Inspirational Artist Focus</p>	<p>Autumn 1 – Bridget Riley</p>  <p>Year 1 Link – Art – Painting and Colour / Responding to Art</p>	<p>Autumn 2 – Andy Goldsworthy</p>  <p>Year 1 Link – Art – Printing, Pattern and Textiles / Responding to Art</p>	<p>Spring 1 – Barbara Hepworth (Shapes in Sculpture)</p>  <p>Year 1 Link – DT</p> <p>Construction / Responding to Art</p>	<p>Spring 2 – Grayson Perry (Detailed Print in Clay)</p>  <p>Year 1 Link – Art – Sculpture and Form / Responding to Art</p>	<p>Summer 1 – L.S. Lowery (Charcoal City Drawing)</p>  <p>Year 1 Link – Art – Drawing Line and Tone / Responding to Art</p>	<p>Summer 2 – David Hockney (Landscapes)</p>  <p>Year 1 Link – Art – Drawing Line and Tone / Responding to Art</p>

	EY REC Links	Bonfire Night Colour Master the Curriculum Colour mixing	Understanding of the World Seasons Nature Transient art Colour mixing Shapes	Model Clay work Construction Mixed media Outdoor large art	Models Detailed printing clay Mixed media	Local locations Still life Buildings and construction Our community	Local locations Urban and countryside comparisons Journeys
Understanding the World	By the end of F2, children should achieve Early Learning Goal highlighted in yellow. <i>For those children who may not be at this stage of progression, please refer to F1 stages.</i>	Past and Present		People, Culture and Communities		The Natural World	
		<p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Reception Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Reception Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	Term Dates	Autumn	Spring	Summer
Inspiring Role Models Year 1: History, Geography, Science, RE, Computing, Forest School	Role Models	Buzz Aldrin 	Nadiya Hussain 	Hamzar Yassin 
	Recommended Texts	Buzz Aldrin: To the Moon and Back: My Apollo 11 Adventure I Want to be an Astronaut Look Inside: Space Little Kids First Big Book of Space	Nadiya's Bake me a Celebration Story Nadiya's Bake me a Festive Story Nadiya's Bake me a Story My Monster and Me Today I'm Strong	Ranger Hamza's Eco Quest Let's Go for a Walk Little Children's Nature Activity Book 1 Nature Trail: A Joyful Rhyming Celebration of Natural Wonders on our Doorstep
	EY REC Links	Space: Whatever Next Light and Dark Scientific Enquiry	Jigsaw – Healthy Me Growing and Planting Little Red Hen, The Gingerbread Man, Handa's Surprise Food Technology Scientific Enquiry	Forest Schools Understanding the World The Snail and the Whale Handa's Surprise
French		<u>Teaching Unit: Nursery Rhymes</u> Explore the patterns and sounds of language through the familiar nursery rhyme, 'Twinkle, Twinkle, Little Star'. Explore the patterns and sounds of language through the familiar nursery rhyme, 'The Little Chicks'. Explore the patterns and sounds of language through the familiar nursery rhyme, 'Old MacDonald Had a Farm'. Explore the patterns and sounds of language through the familiar nursery rhyme, 'One Elephant Went Out to Play'. Explore the patterns and sounds of language through the familiar nursery rhyme, 'Incy, Wincy Spider'. Explore the patterns and sounds of language through the familiar nursery rhyme, 'The Wheels on the Bus'.	<u>Teaching Unit: The Circus</u> Learn seven circus acts. Explore the patterns and sounds of language through song.	<u>Teaching Unit: In The Jungle</u> Learn seven jungle animals. Explore the patterns and sounds of language through song.
Music		<u>Autumn Term 1 – Singing and Performing:</u> 'Hello' songs Nursery Rhymes Action Songs <u>Autumn Term 2 – Singing and Rhythm:</u> Playing on the beat Percussion Instruments	<u>Spring Term 1 – Singing, Listening and Theory:</u> Moving to music and musical instruments <u>Spring Term 2 – Singing and Rhythm:</u> "Giraffes can't dance."	<u>Summer Term 1 – Rhythm and Singing</u> Perform in Groups of 3 or 4 <u>Summer Term 2 – Singing and Performing / Rhythm:</u> Blown Away

SMSC and British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
WIDER OPPORTUNITIES						
Visits and Enrichments	Baking Bread Brush Bus / Dentist Harvest and Church Visit Walk to the Post Box to Post a Letter Visit a Local Shop Wildlife Ranger / RSPB Visit Delivering a Food Package to the Local Community	Christmas Christingle Bonfire Pantomime Park Visit Police Visit Fire Brigade Visit Diwali Celebration with Indian Food Tasting and Dancing and Cooking Baking Festive Spiced Biscuits	Doctor/Nurse Lunar New Year: Visitor, Food Tasting and Cooking Garden Centre Visit to Buy Seeds for Next Term Making Pancakes World Book Day Making and Trying Porridge Baking Gingerbread Men Visit to an Allotment Visit to a Café	Park Ranger Visit to Local Wildlife Forest School Workshop Growing Vegetables or Plants Fruit and Vegetable Tasting	Chicks, Tadpoles and Zoolab Visit Farm Visit in the Countryside Forest School Workshop Making a Smoothie Making Salads Purple Pig Farm: Visit into School	Police Road Safety Art Gallery Visit Lolly Pop Person Sports Day School Fayre Visit to the Local Town Centre
Parental Involvement	Parents’ Evening Stay and Play (Phonics) Maths Morning Workshop Pre-Phonics Skills Workshop Stay and Read	Visits to Church Stay and Play (Christmas Crafts) Maths Morning Workshop Stay and Read	Lunar New Year Worksop Stay and Play – Gardening Focus Maths Morning Workshop Parents’ Evening Stay and Read	Gardening Workshop Stay and Play – Food and Healthy Eating Focus Story Session Workshop Stay and Read	Stay and Play – Design and Technology / Model Focus Visit to the Farm Cooking Workshop	Stay and Play Sports Day Visit into Town Transition into Year 1 Meeting