

# F2 Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Celebrations Festivals</b>	Birthdays National Poetry Week Black History Month Recycle Week Grandparents Day Autumn Harvest Festival	Nursery Rhyme Week Bonfire Night Hanukah Diwali Remembrance Day Children in Need Christmas	Chinese New Year Valentine's Day Shrove Tuesday LENT Children's Mental Health Week Internet Safety Day St David's and St Patricks Day	Mother's Day Easter Eid al-Fitr Science Week World Book Day Ramadan Pentecost	Father's Day World Refugee Day RSE Day International Day of Friendship	Sports Day School trip World Ocean Day World Music Day
<b>English Texts</b>	The Friendship Bench  Amazing	Stanley's Stick  The Leaf Thief  The Little Red Hen	Hello Penguin – Non Fiction  The Storm Whale in Winter	Elephant's Umbrella  Lions (NF)	The Woolly Bear Caterpillar  Caterpillar to Butterfly (NF)	Somebody Swallowed Stanley  The Naughty Bus
<b>Supporting Texts Used during Shared Reading Time</b>	<ul style="list-style-type: none"> <li>* You Must Bring a Hat</li> <li>* The Same but Different Too</li> <li>*You Choose</li> <li>*Meesha Makes Friends</li> <li>*Together we Can</li> <li>*All kinds of people</li> <li>* Ruby's Worries</li> <li>* The Friendship Bench</li> <li>*All About Me – Look and Learn</li> <li>* Different Families</li> <li>*Look out – How we use our Five Senses</li> </ul>	<ul style="list-style-type: none"> <li>*Percy the Park Keeper - After the Storm</li> <li>*The Fox in the Dark</li> <li>*Pumpkin Soup</li> <li>*Here comes Jack Frost</li> <li>*Animals in Winter</li> <li>*Leah's Star</li> <li>*Little Robin Red Vest</li> <li>*First Facts – Seasons</li> <li>* Owls in the Night – Catherine Baker</li> <li>*The Enormous Turnip</li> </ul>	<ul style="list-style-type: none"> <li>*The Bear</li> <li>*The Emperor's Egg</li> <li>*A Dot in the Snow</li> <li>*Cuddly Dudley</li> <li>*The Gruffalo's Child</li> <li>*Snowball – Sue Hendra</li> <li>*Melting and Freezing</li> <li>*Ready to Read – Polar Animals</li> </ul>	<ul style="list-style-type: none"> <li>*Arlo</li> <li>*Solomon Crocodile</li> <li>*Lazy Lion</li> <li>*Augustus and his smile</li> <li>*Little red and the very hungry Lion</li> <li>*Lions</li> <li>*The zebra's day</li> <li>*Meerkats</li> </ul>	<ul style="list-style-type: none"> <li>*The Hungry Caterpillar</li> <li>*Christopher's Caterpillars</li> <li>*Mad About Minibeasts</li> <li>*Japser's Beanstalk</li> <li>* Supertato</li> <li>*The Extraordinary Gardner</li> <li>*The Bean Seed</li> <li>* First Facts Bugs</li> <li>*National Geographic – Plants</li> </ul>	<ul style="list-style-type: none"> <li>*Michael Recycle</li> <li>*Somebody Crunched Colin</li> <li>* Charlie and Lola Look After the Planet</li> <li>*The unexpected visitor</li> <li>*10 things I can do to help my world</li> <li>*New from old – recycle</li> <li>*The brilliant recycling project book</li> </ul>

# F2 Curriculum Overview

	* The Elves and the Shoe Maker				*The Journey of a Sunflower	
<b>Linked Rhymes</b>	* Happy Birthday * I Look in the Mirror * Finger Family Song * Families are all Different	* Who Shall Help the Little Red Hen * It is Autumn * Ten Little Leaves * The Little Pumpkins	* Snowball * Winter Animals * Waiting for Snow * Whale Song * The White Whale	*Ten little Monkeys *Down in the jungle *5 Speckled frogs	* The Minibeasts Came in 2 by 2 * The Minibeast Feast * Here is the Beehive *Farmer plants the seed *Grow a plant song	*Recycle – jack Hartman *Pick it up – Lingo Kids *Recycle – Lingo kids
<b>Occupations</b>	*School Staff *Photographer *News Reporter	*Farmer *School Cook *Shop Keeper *Baker *School Caretaker *Park Keeper	*Fisherman *Vet	*Safari Keeper Zoo Keeper	*Bee Keeper *Bird Keeper *Gardener *Farmer	*Park Ranger *Bus Conductor *Pilot *Policeman/Woman
<b>Maths Focus</b>	Getting to know you  Match, sort, compare  Talk about Measure and Patterns  <b>WRM</b>	It's me 123  Circles and Triangles  1,2,3,4,5  Shapes with 4 Sides  <b>WRM</b>	Alive in 5  Mass and Capacity  Growing 6,7,8  Begin – Length, height and time  <b>WRM</b>	Continue – Length, height and time  Building 9 and 10  Exploring 3d shapes  <b>WRM</b>	To 20 and beyond  How many now?  Manipulate, compose and decompose  <b>WRM</b>	Sharing & Moving  Visualise, Build and Map  Make Connections  <b>WRM</b>
<b>PSED Focus</b>	Relationships Feelings  Physical Health and mental wellbeing	Created and Loved by God – Ten Ten  Keeping safe Managing own needs	Feelings and Others Feelings  Families and friendships Express feelings and	Created to love others – Ten Ten  Belonging to a community	Resilience and Independence  Respecting ourselves and each other Valuing themselves	Created to live in community – Ten Ten  Growing and changing Lifecycles

# F2 Curriculum Overview

	<p>Healthy Food choices Dental care Handwashing Dressing Showing resilience and perseverance Sleep</p>	<p>Waiting and controlling impulses Fire safety Anti-Bullying Week Stranger Danger School rules for keeping safe</p>	<p>understand others' feelings Safe Relationships Positive relationships P.A.N.T.S</p>	<p>Explain the reasons for rules Work and play cooperatively</p>	<p>Constructive and respectful relationships Perspectives of others Listening effectively to the teacher</p>	<p>Identify and moderate their own feelings</p>
<p><b>Phonics Focus</b></p> <p><b>Little Wandle Scheme Followed</b></p>	PHASE 2		PHASE 3		PHASE 4	
<p><b>Understanding the World (Science)</b></p>	<p><b>Autumn Term</b></p> <p><b>Living Things – Animals (including humans) and plants</b> Identify, name and talk about different body parts Explore how different body parts work Explore five senses Understand that humans grow Name different pets and some key features Find out about animals in contrasting local environments – pets at home / woodland animals Know and understand key features of nocturnal animals Recognise and name some familiar plants and animals in local environment Understand 'same' and 'different' linked to living things</p> <p><b>Materials</b> Use senses to explore the natural world, developing concentration and observational skills Autumn objects exploration Compare natural materials and begin to talk about similarities, differences and patterns Talk about likes / dislikes of different materials in and around the learning space</p>	<p><b>Spring Term</b></p> <p><b>Living Things – Animals (including humans) and plants</b> Name different wild animals that live in cold and hot places Observe and talk about the different characteristics of each animal Name and talk about different habitats of animals in cold and hot place ... Discuss the contrasting environments in focus texts Explore animals / plants in the different environments – name Understand and know that some animals hibernate in Winter Explore and talk about a variety of animal habitats and what animals need to survive Understand some important processes and changes in the natural world around them, including the seasons Name the different seasons, Observe and identify key characteristics of each season – Winter into Spring Understand the need to respect and care for the natural environment and all living things</p>	<p><b>Summer Term</b></p> <p><b>Living Things – Animals (including humans) and plants</b> Name different farm animals – mothers and babies Observe and talk about the life cycle of a caterpillar using some correct terminology Identify and name some mini beasts and animals that have wings - Name key features - Make some comparisons Name different sea life Understand what some different parts of animals are used for e.g. <i>wings, antennae, fins</i> Understand the need to respect and care for the natural environment Handle living things with care Begin to understand how plants and animals help each other Understand and talk about how to look after animals (sea creatures, wild animals, minibeasts) – <i>pollution, litter, recycle, plant trees</i> Observe and begin to talk about the lifecycle of a seed / plant Name key parts, Name key elements to grow a plant, Name key features of cycle of growth</p>			

# F2 Curriculum Overview

	<p>Experiment with ways of grouping / sorting different objects by material and properties – sorting leaves / Autumn objects exploration Begin to identify and name some different everyday materials Linked to houses / recycled materials</p> <p>Understand ‘same’ and ‘different’ linked to materials</p>	<p>Describe what they see, hear and feel whilst outside with increasing confidence and a wider range of vocabulary <b>Materials / liquids</b> Explore and talk about the properties of water – ice, snow Begin to explore materials and find some that are waterproof</p>	<p>Handle living things with care and talk about why this is important – plants / flowers Talk about what is the same and different about some plants / flowers</p> <p><b>Materials / liquids</b> Explore materials that animals use in the natural habitat - Birds to build a nest Begin to name, explore, group and talk about the properties of different materials wood, plastic, fabric, metal Begin to sort and group different materials – recycling ... <i>plastic, glass, wood, tin</i></p>
<p><b>Understanding the World (History – Past and Present)</b></p>	<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
	<p>Events across time – daily routine, simple timeline Key festivals take place – Birthday, Diwali, Bonfire Night, Hannukah, Christmas Sequence of Seasons Sequence events in familiar stories Begin to recite days of the week Own life story – parents and grandparents were once babies Comment on familiar situations in the past – when mum/dad went to school Develop understanding of own life history Become familiar with characters and figures from the past through stories</p>	<p>Key festivals take place – Birthday, Chinese new year, Shrove Tuesday, Eid, Easter Develop understanding of Past and Present on timeline Sequence of seasons Recite days of the week Difference between day and week – link to diary of a seed growing Compare past events Recognise change over time – baby, teenager, adult Continue to develop understanding of own life history Continue to develop understanding of characters and figures from the past</p>	<p>Interact with a timeline representing a year in reception Talk about events that happened in the past using floor books to help Talk about daily routine Know and talk about the sequence of seasons Recite days of the week and some months of the year Begin to recognise longer periods of time – day/week/ longer than a week – link to caterpillar to butterfly Similarities and differences between past and present – vehicles emergency services Continue to develop understanding of own life history Continue to develop understanding of characters and figures from the past</p>

# F2 Curriculum Overview

<p><b>Understanding the World (History – People, Culture and Communities)</b></p>	<p style="text-align: center;"><b>Autumn Term</b></p> <p>Develop an awareness of self – talk about what makes them unique            Make connections between their families and other families            Make new friendships            Similarities and differences between themselves and others            Understand that different families have different beliefs            First hand experience of family celebrations            Recall story of Christmas, Festival of Diwali            Name a church and their own experience            Talk about people who are special and familiar to them</p>	<p style="text-align: center;"><b>Spring Term</b></p> <p>Talk confidently about what makes them unique            Talk about members of their immediate family and people who are familiar to them            Develop an awareness of different types of families            Develop friendships            Similarities and differences between themselves and others            Talk about special places they have travelled to with members of their family            Continue to develop an awareness of special places            Name the celebration of Easter, Chinese new year.            Ramadan</p>	<p style="text-align: center;"><b>Summer Term</b></p> <p>Talk confidently about what makes them unique            Reflect and identify learning strengths and next steps            Talk about members of their immediate family and people who are familiar to them            Develop an awareness of different types of families            Develop friendships            Similarities and differences between themselves and others            Similarities and differences between religious and cultural communities and life in this country and life in other countries            Know there are different countries and different languages            Recognise that people have different beliefs and celebrate in different ways</p>
<p><b>Understanding the World (Geography)</b></p>	<p style="text-align: center;"><b>Autumn Term</b></p> <p>Show interest in different occupations and talk about them through: Visits from school staff, Visits from parents / grandparents Videos, Texts and role play opportunities            Become familiar with immediate learning space            Name and know the purposes of different learning spaces – indoors / outdoors □ What key learning can take place            Name and know the purposes of some important places around school            Talk about where they live - Know their own address, Describe own home, Begin to understand that friends / people live in different types of houses / homes            Know where school is located - Find it on a simple map - Study an aerial photograph            Begin to compare familiar features in shops, woodland / park ... <i>same / different / name key features</i>            Participate in Autumn walk around the school grounds, Observe / name / describe key changes            Begin to know that there are different seasons</p>	<p style="text-align: center;"><b>Spring Term</b></p> <p>Continue to show interest in different occupations and talk about them through: Videos            Participate in walks around school grounds and the local community, including a visit to the library            Observe / name key features – natural / man-made            Understand that different places and buildings in the local community have different purposes Share first hand experiences of visiting different places / buildings            Begin to know that there are different places / countries in the world through:            Begin to recognise similarities and differences between life in this country and in other countries            Natural features &amp; Animals            Develop understanding of the need to respect and care for the natural environment - School grounds            Look after the oceans / sea creatures            Find out where plants / trees grow around school            Draw a map of where and what is planted in the outdoor area</p>	<p style="text-align: center;"><b>Summer Term</b></p> <p>Continue to show interest in different occupations and talk about them through: Visits into school, Videos, Texts and role play opportunities            Know the key features of a farm – visit to a farm            Know the key features of the seaside            Gather information from a simple map            Find places of interest, Draw and create own maps using objects, pictures, symbols and signs and adding increasing details / features            Describe a journey e.g. <i>to school, on holiday, visit to the farm</i>            Name different types of transport            Explore different types of buses around the world            Participate in summer walk around school / local community; visit to the farm            Observe and name key features of the environment, including those linked to journeys            Understand the importance of caring for the natural environment and living things            Recycling, Saving energy            Explain some similarities and differences between life in this country and life in other countries,</p>

# F2 Curriculum Overview

	<p>Talk about the characteristics of autumn into winter</p>	<p>Participate in Winter and early Spring walks around the school grounds - Observe / name / describe key changes</p> <p>Know that there are different seasons</p> <p>Talk about the characteristics of winter and early spring</p>	<p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Life experiences, Natural features, Animals, Weather</p> <p>Name different types of transport in this country and in other countries</p> <p>Participate in summer walks around the school grounds</p> <p>Observe / name / describe key changes</p> <p>Know that there are different seasons and begin to understand that they are in a cycle</p> <p>Talk about the characteristics of summer</p>
<p><b>Exploring Arts and Design (Art &amp; DT)</b></p>	<p style="text-align: center;"><b>Autumn Term</b> <b>Art</b></p> <p>To freely explore drawing and painting using a variety of different media and tools – 2D and 3D</p> <p>Use a variety of mark-makers with increasing control and efficiency</p> <p>In painting, begin to be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear</p> <p>Begin to draw / paint with purpose, deciding what to draw before making marks</p> <p>Understand that you can draw through observation - self-portrait – looking in a mirror, family – using a photograph, favourite character – illustration</p> <p>Explore what happens mixing primary colours to create secondary colours.</p> <p>Block print with everyday object</p> <p>Understand how to print effectively using fine motor skills - to grip and press.</p> <p>Begin to make considered patterns / pictures</p> <p>Freely explore a variety of materials – recycled, weaving, natural</p> <p>Use scissors with increasing control, including zig-zag</p> <p>Explore different contrasting textures <i>e.g. rough, smooth.</i></p>	<p style="text-align: center;"><b>Spring Term</b> <b>Art</b></p> <p>To continue to freely explore drawing and painting using a variety of different media and tools – 2D and 3D</p> <p>Use a variety of mark-makers with increasing control and efficiency</p> <p>Draw / paint with purpose, deciding what to draw before making marks</p> <p>In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear</p> <p>Continue to develop observational drawing skills, with a focus on noticing shape, form and pattern - self-portrait in winter clothes – looking in a mirror favourite character – illustration, wild animals – photographs / small world resources, plants and flowers – photographs / real, natural objects</p> <p>Explore using charcoal to draw</p> <p>Mix various shades of primary colours to create secondary colours and use these in artwork * See above ‘observational drawings ** Holi paintings</p> <p>Have own ideas for print making (<i>e.g. finding own everyday objects</i>) to experience a variety of shape, texture and pattern.</p> <p>Take rubbings from objects - tree bark</p>	<p style="text-align: center;"><b>Summer Term</b> <b>Art</b></p> <p>To continue to freely explore drawing and painting using a variety of different media and tools – 2D and 3D</p> <p>Use a variety of mark-makers with increasing control and efficiency</p> <p>With independence, create drawings based on feelings, real / imaginative experiences and stories.</p> <p>Use drawing tools with care and increasing precision.</p> <p>Draw with increasing complexity and detail.</p> <p>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</p> <p>Work collaboratively with other children, sharing ideas, resources and skills.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them.</p> <p>Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects - use irregular and repeating patterns</p> <p>Independently assemble different pieces to create a picture or pattern.</p> <p>Use imagination / observation, building on their previous learning, to represent their ideas.</p> <p>Clay/Playdough: Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or</i></p>

# F2 Curriculum Overview

	<p>Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect collage – Autumn</p> <p>Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, and patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). Use tools appropriately to roll, cut, flatten etc. Make body, pet / character / diva light / decoration</p> <p>Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</p> <p style="text-align: center;"><b>Design Technology</b></p> <p>Use observation skill and work as part of a small group to make / begin to develop an understanding of planning and sequencing a bench, bread, hibernation box</p>	<p>Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage.</p> <p>Make repeating and irregular patterns.</p> <p>Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (<i>e.g. a wild animal</i>) and represent the feel of an object (<i>e.g. spiky, furry, and smooth</i>).</p> <p>Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.</p> <p style="text-align: center;"><b>Design Technology</b></p> <p>Use observation skill and work as part of a small group to make / develop an understanding of planning and sequencing - vegetable soup Use PVA glue - Chinese lantern</p>	<p><i>combining pieces</i>) For instance, with a systematic approach - <i>begin with a body, add a head, legs and a shell to make a turtle</i>)</p> <p>Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.</p> <p style="text-align: center;"><b>Design Technology</b></p> <p>Use observation skill and work as part of a small group to make / develop an understanding of planning and sequencing - different types of transport, sandwiches for a party Use a split pin create an animal or a boat</p>
<p><b>Exploring Arts and Design (Music &amp; Drama)</b></p>	<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
	<p><b>Role Play</b> To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] - New baby washing, dressing, feeding, bedtime Celebrations - birthday party, Diwali party , Christmas</p> <p><b>Music</b> Sing Up Scheme - *I've got a grumpy Face - Focus: Timbre, beat, pitch contour. *The Sorcerer's Apprentice - Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. *Witch, Witch - Focus: Call-and-response, pitch (la-so-mi-do), timbre. *Row, Row, Row your Boat - Focus: Beat, pitch (step/leap), timbre.</p>	<p><b>Role Play</b> To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] - Fix it Time, different occupations Healthy Living <input type="checkbox"/> eating <input type="checkbox"/> exercise</p> <p><b>Music</b> Sing Up Scheme - *Bird Spotting – Cuckoo Polka – Focus: Active listening, beat, pitch (so-mi), vocal play. *Shake my Sillies Out – Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. *Up and Down - Pitch contour rising and falling, classical music. *Five fine bumble bees - Timbre, tempo, structure (call-and-response), active listening.</p>	<p><b>Role Play</b> To take part in simple pretend play, imitating real and past experiences and roles: The Domestic Role Play Area [ indoors ] - The New Puppy, visiting the vets Holiday Time <input type="checkbox"/> planning <input type="checkbox"/> packing</p> <p><b>Music</b> Sing Up Scheme - *Bird Spotting – Cuckoo Polka – Focus: Active listening, beat, pitch (so-mi), vocal play. *Shake my Sillies Out – Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. *Up and Down - Pitch contour rising and falling, classical music. *Five fine bumble bees - Timbre, tempo, structure (call-and-response), active listening.</p>

## **F2 Curriculum Overview**