

Yearly Curriculum Overview for FS2

The below objectives and topics are subject to change based upon the children's interests and needs.

Area of Learning	Term 1	Term 2	Term 3
Personal, Social & Emotional Development	<p>Making Relationships:</p> <ul style="list-style-type: none"> - Initiates play, offering cues to peers to join them. -Asks appropriate questions of others. <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Has a positive attitude to new experiences. -Welcomes and values praise from others. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Understands that one's own actions affect other people. -Is aware of the boundaries set, and of behavioural expectations in the classroom. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>Making Relationships:</p> <ul style="list-style-type: none"> -Takes steps to resolve conflicts with other children (e.g. by finding a compromise). -Explains own knowledge and understanding, and asks appropriate questions of others. -Plays co-operatively, taking turns with others and showing sensitivity to the needs and feelings of others. <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Shows confidence when trying new activities, and can say why some activities are more enjoyable than others. -Chooses the resources they need for their chosen activity and say when they do or don't need help. -Speaks confidently with others about shared needs, wants, interests and opinions. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Works as part of a group or whole class, and understands and follows classroom expectations. -Adjusts behaviour to suit different situations. -Understands that one's own actions affect other people. -Negotiates and solves problems without aggression. 	<p>Making Relationships:</p> <ul style="list-style-type: none"> -Takes steps to resolve conflicts with other children (e.g. by finding a compromise). -Plays co-operatively, taking turns with others and showing sensitivity to the needs and feelings of others. -Initiates conversations, attends to and takes account of what others say. <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Speaks confidently with others about shared needs, wants, interests and opinions. -Can describe self in positive terms and talk about abilities. -They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Negotiates and solves problems without aggression. -Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. -They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Handles equipment and tools, objects, construction and malleable materials safely and with increasing control. -Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health & Self-care:</p>	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Holds pencil near point between first two fingers and thumb and uses it with good control. -Begins to form recognisable letters. -Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles. <p>Health & Self-care:</p> <ul style="list-style-type: none"> -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Holds a pencil effectively to form recognisable letters, most of which are correctly formed. -Handles equipment and tools effectively and shows increasing control over an object in pushing, patting, throwing, catching or kicking it. -Children show good control and co-ordination in large and small movements. <p>Health & Self-care:</p> <ul style="list-style-type: none"> -Manages their own personal needs successfully. -Practices some appropriate safety measures without direct supervision

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	<ul style="list-style-type: none"> -Understands that equipment and tools have to be used safely. -Manages dressing and undressing successfully. -Shows undertaking of the need for safety when tackling new challenges, and considers and manages some risks. 	<ul style="list-style-type: none"> -Shows understanding of how to transport and store equipment safely. -Shows undertaking of the need for safety when tackling new challenges, and considers and manages some risks. 	<ul style="list-style-type: none"> -Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Communication & Language	<p>Listening & Attention:</p> <ul style="list-style-type: none"> -Maintains attention, concentrates and sits quietly during appropriate activity. Is able to follow directions. -Listens to others one to one or in small groups, when conversation interests them. <p>Understanding:</p> <ul style="list-style-type: none"> -Responds to instructions involving a two part sequence. -Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking:</p> <ul style="list-style-type: none"> -Links statements and sticks to a main theme or intention. -Uses language to imagine and recreate roles and experiences in play situations. -Beginning to use more complex sentences to link thoughts (e.g. using and, because). -Uses vocabulary focused on objects and people that are of particular importance to them. 	<p>Listening & Attention:</p> <ul style="list-style-type: none"> -Maintains attention, concentrates and sits quietly during appropriate activity. -Can 'listen and do' simultaneously for a short span of time. -When listening to stories, accurately anticipates key events responding with relevant questions and comments. <p>Understanding:</p> <ul style="list-style-type: none"> -Listens and responds to ideas expressed by others in conversation or discussion. -Able to follow a story without pictures or props. <p>Speaking:</p> <ul style="list-style-type: none"> -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. -Uses language to imagine and recreate roles and experiences in play situations. -Use past, present and future forms accurately when talking about events. 	<p>Listening & Attention:</p> <ul style="list-style-type: none"> -When listening to stories, accurately anticipates key events responding with relevant questions and comments. -They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. -They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding:</p> <ul style="list-style-type: none"> -Answers 'how' and 'why' questions appropriately. -Children follow instructions involving several ideas or actions. <p>Speaking:</p> <ul style="list-style-type: none"> -Use past, present and future forms accurately when talking about events. -They develop their own narratives and explanations by connecting ideas or events. -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
Literacy	<p>Reading:</p> <ul style="list-style-type: none"> -Continues a rhyming string. -Enjoys an increasing range of books. -Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing:</p> <ul style="list-style-type: none"> -Gives meaning to marks when drawing, writing and painting. -Uses clearly identifiable letters to write own name. -Holds a pencil with an effective grip and can control it well to write. -Hears and says the initial sound in words. 	<p>Reading:</p> <ul style="list-style-type: none"> -Describes main story settings, events and principal characters. -Uses vocabulary and forms of speech that are increasingly influenced by experiences of books. -Links sounds to letters, sounding letters of the alphabet taught this term. -Can segment the sounds in simple words and blend them together. -Begins to read words and simple sentences. <p>Writing:</p> <ul style="list-style-type: none"> -Hears and says the initial sound in words. -Begins to break the flow of speech into words. -Can segment the sounds in simple words and blend them together. -Writes own name and other things such as labels, captions 	<p>Reading:</p> <ul style="list-style-type: none"> -Links sounds to letters, naming and sounding the letters of the alphabet. -Can segment the sounds in simple words and blend them together. -Uses vocabulary and forms of speech that are increasingly influenced by experiences of books. -Reads and understands simple sentences, using their phonic knowledge to decode and recognises common irregular words. <p>Writing:</p> <ul style="list-style-type: none"> -Uses clearly identifiable letters to communicate and represent sounds correctly and in sequence. -Uses their phonetic knowledge to write words which match their spoken sounds and writes some irregular common words. -Writes simple sentences which can be read by themselves and others.

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<p>Mathematics</p>	<p>Number: -Counts objects to 10 and is beginning to count beyond. -Counts an irregular arrangement of up to 10 objects. -Select the correct numeral to represent 1 – 5 objects. -Uses the language of more and fewer to compare two sets of objects.</p> <p>Space, shape & measure: -Uses mathematical names for 2D shapes and is beginning to use mathematical terms to describe them. -Can describe their relative position such as ‘behind’ or ‘next to’. -Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Number: -Uses the language of more and fewer to compare two sets of objects. -Finds the total number of items in two groups by counting all of them. -Counts reliably from one to 20, placing them in order and gives one more or one less than a given number. -Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Space, shape & measure: -Uses positional language. -Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. -Orders and sequences familiar events. •Measures short periods of time in simple ways.</p>	<p>Number: Counts reliably from one to 20, placing them in order and gives one more or one less than a given number. Estimates how many objects they can see and checks by counting. Add and subtract two single-digit numbers. Records, using marks that they can interpret and explain. They solve problems, including doubling, halving and sharing.</p> <p>Space, shape & measure: -Uses mathematical names for 2D and 3D shapes and is beginning to use mathematical terms to describe them. -Can describe and compare objects in terms of their height, length, weight or capacity. -Uses everyday language related to position, time and money.</p>
<p>Understanding the World</p>	<p>People & Communities: -Talks about past and present events in own life. -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience.</p> <p>The World: -Talks about the features of the immediate environment. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment.</p> <p>Technology: -Knows how to operate simple equipment. -Knows that information can be retrieved from computers.</p>	<p>People & Communities: -Can talk about similarities and differences between own self and others. -Recognises and describes special times or events. -Enjoys joining in with family customs and routines</p> <p>The World: -Makes observations about changes that occur. -Talk about why things happen and how things work</p> <p>Technology: -Knows that information can be retrieved from computers. -Negotiates a simple program on a computer.</p>	<p>People & Communities: -Enjoys joining in with family customs and routines -They know that other children don’t always enjoy the same things, and are sensitive to this. -They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World: -Looks closely at similarities and differences. -Talk about why things happen and how things work</p> <p>Technology: -Negotiates a simple program on a computer. -Selects and uses technology for a particular purpose. -Uses ICT hardware to interact with age-appropriate computer software.</p>
<p>Expressive Arts & Design</p>	<p>Exploring using media and materials: -Shows an interest in learning songs and dances, and exploring the different sounds of instruments. -Constructs with a purpose in mind, using a variety of resources. -Explores colour and how colours and sounds can be changed. -Realises tools can be used for a purpose.</p> <p>Being imaginative: -Creates simple representations of events, people and objects.</p>	<p>Exploring using media and materials: -Shows an interest in learning songs and dances, and exploring the different sounds of instruments. -Explores the different sounds of instruments, what happens when they mix colours and how to create different textures. -Uses simple tools and techniques competently and appropriately.</p> <p>Being imaginative: -Create simple representations of events, people and objects. -Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Exploring using media and materials: -Children sing songs, make music and dance, and experiment with ways of changing them. -Constructs with a purpose in mind, using a variety of resources to experiment with colour, design, texture and function. -Selects appropriate resources and adapts work where necessary. -They safely use and explore a variety of materials, tools and techniques.</p> <p>Being imaginative: -Plays cooperatively as part of a group to develop and act out a narrative.</p>

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	-Engages in imaginative role-play based on own first-hand experiences. -Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	-Introduces a storyline or narrative into imaginative play.	-They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Topic	Term1A: All about me. Term1B: Weather & Colour	Term2A: Food: 'How food changes' Term2B: Transport: 'Space'	Term3A: Growth & Change: 'Plants' Term3B: Living Things: 'Under the Sea'