

FS2 Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
C&L	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can notice, sit and listen to an adult and know this is important. Can focus their attention. Can respond to what they hear with relevant comments Have an idea about what to say Understands what, where, which, who questions. Follow a direct instruction. <p>Speaking:</p> <ul style="list-style-type: none"> Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti.' Talk about familiar events but may not always joined in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well." 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Understands negatives eg. "Do not run." Can listen in a small group for at least 20 mins. Can say how a character felt at different parts in a story. Predict what will happen next in a story. <p>Speaking:</p> <ul style="list-style-type: none"> Can complete a sentence eg. "Next you need to..." Can describe a scene in a story. Can retell favourite stories using favourite phrases - using some of their own words: e.g. ".....and she said what a nice mouth you got and the wolf said, 'I can eat you! Gulp!'" 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can listen to and understand questions about what they are doing, without needing to look up. Can answer a 'How' or 'Why' question: e.g. "Why do we need sunhats on?" "To stop the sun burning our face." Can engage in a back and forth conversation. Can define a word. <p>Speaking:</p> <ul style="list-style-type: none"> Uses words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey." Begins to use new words heard in a story/poem e.g. The gruffalo – stroll. Confidently starts and takes part in individual and group conversations. Use some irregular past tense words, E.g. "I drank all my milk", "She took my teddy" 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Understands 2 to 3 part spoken instructions: e.g. "Finish your picture, then sit on the carpet and look at a book." Can follow a story without pictures or prompts. <p>Speaking:</p> <ul style="list-style-type: none"> Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down." Joins in and organises co-operative role play with friends and can pretend to be someone else talking. Use language to reason and persuade, E.g. "Can I go outside because it's stopped raining?" 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can recall stories in some detail. <p>Speaking:</p> <ul style="list-style-type: none"> Begin to use the correct tense Joins phrases with words such as because, but. Can justify a prediction eg. "why won't Alice be happy with snack today?" Can use talk to solve a problem eg. How could we get the stone out of the mango? Use words more specifically to make their meaning clear, E.g. "I didn't want my yellow gloves, I wanted the spotty ones that match my hat" 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can listen in a small group for at least 40 mins following events and instructions. <p>Speaking:</p> <ul style="list-style-type: none"> Uses language appropriate to ask, negotiate, give opinions and discuss ideas and feelings in play and activities: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself." "What if we did this instead?" Able to express a point of view and say if they agree or disagree.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
C&L : ORACY	<p>Poem: Wise old owl Breezy weather Popcorn Chop chop Apples in the attic African animals Cup of tea Boats sail on the rivers</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>	<p>Poem: Walking among giants When the giant comes to breakfast Fox The fox's foray Crocodile soup Mice</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>	<p>Poem: Old Teddy My teddy bear Climb aboard Zoom zoom Sea shanty One-eyed Jack</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>	<p>Poem: Pussy cat, pussy cat The greedy cat A pet needs a vet My dog ate my homework Tiger Down with greens</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>	<p>Poem: Butterfly Caterpillar garden Our world An invitation Island magic My old grandpa</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>	<p>Poem: I like Night dreams Dream your dream Flip-flop frolic The beach</p> <p>Talk through the day; use new vocabulary in everyday classroom situations</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSED WELCOME ROUTINE	<ul style="list-style-type: none"> Say goodbye to parent with adult support Take coat off and organize belongings with adult support Toilet and wash hands with some adult support Say good morning and settle well in the morning routine Practice mindful minute to calm body and mind Repeat daily affirmations with 	<ul style="list-style-type: none"> Say goodbye to parent with adult support Talk coat off and organize belongings independently Toilet and wash hands independently Say good morning and settle well in the morning routine to develop social phrases. Practice mindful minute to calm body and mind 	<ul style="list-style-type: none"> Walk into school independently Talk coat off and organize belongings independently Toilet and wash hands independently Say good morning and settle well in the morning routine to develop social phrases Be increasingly independent as they get dressed and undressed, for example, 	<ul style="list-style-type: none"> Walk into school independently Take coat off and organize belongings independently Toilet and wash hands independently Say good morning and settle well in the morning routine to develop social phrases Be increasingly independent as they get dressed and 	<ul style="list-style-type: none"> Walk into school independently Take coat off and organize belongings independently Toilet and wash hands independently Say good morning to develop social phrases and have a back and forth exchange and settle well in the morning routine Suggest ideas for a mindful 	<ul style="list-style-type: none"> Walk into school independently Take coat off and organize belongings independently Toilet and wash hands independently Say good morning and have a back and forth exchange to settle well in the morning routine Suggest ideas for a mindful


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	growing confidence so they see themselves as a valuable individual	<ul style="list-style-type: none"> Repeat daily affirmations with growing confidence so they see themselves as a valuable individual 	<p>putting coats on and doing up zips.</p> <ul style="list-style-type: none"> Practice mindful minute to calm body and mind Repeat daily affirmations with growing confidence so they see themselves as a valuable individual 	<p>undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> Practice mindful minute to calm body and mind Repeat daily affirmations with confidence so they see themselves as a valuable individual 	<p>minute to calm body and mind</p> <ul style="list-style-type: none"> Repeat daily affirmations with confidence so they see themselves as a valuable individual 	<p>minute to calm body and mind</p> <ul style="list-style-type: none"> Repeat daily affirmations with confidence so they see themselves as a valuable individual
PSED / PD LUNCHTIME	<ul style="list-style-type: none"> Line up for dinner with adult support Sit at the table and eat and cut with adult support Notice others around them and be kind with words and actions supported by an adult Say please and thank you to adults and children Know that eating healthy foods is important 	<ul style="list-style-type: none"> Line up for dinner independently Sit at the table and eat and cut with adult support Notice others around them and be kind with words and actions supported by an adult Say please and thank you to adults and children Know that eating a variety of healthy foods is important for your body and teeth 	<ul style="list-style-type: none"> Line up for dinner independently Sit at the table and eat and cut independently Notice others around them and be kind with words and actions Say please and thank you to adults and children Know that eating a variety of healthy foods is important for your body and teeth 	<ul style="list-style-type: none"> Line up for dinner independently Sit at the table and eat and cut independently Notice others around them and be kind with words and actions Say please and thank you to adults and children Know that eating a variety of healthy foods is important for your body and teeth 	<ul style="list-style-type: none"> Line up for dinner independently Sit at the table and eat and cut independently Notice others around them and be kind with words and actions, talking about feelings Say please and thank you to adults and children Talk about why eating a variety of healthy foods is important for your body and teeth 	<ul style="list-style-type: none"> Line up for dinner independently Sit at the table and eat and cut independently Notice others around them and be kind with words and actions, talking about feelings Say please and thank you to adults and children Talk about why eating a variety of healthy foods is important for your body and teeth
PSED DEPARTURE ROUTINE	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with verbal and non-verbal cues. Put coat on and zip/fastenings with adult support. Sit still with plenty of encouragement and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with just verbal cues. Put coat on and zip/fastenings with some adult support. Sit still with some prompts and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with just verbal cues. Put coat on and zip/fastenings with some adult support. Sit still with some prompts and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with just verbal cues. Put coat on and zip/fastenings with little adult support. Sit still with few prompts and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with just verbal cues. Put coat on and zip/fastenings with little adult support. Sit still with few prompts and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and find own coat peg and bag/belongings with just verbal cues. Put coat on and zip/fastenings independently Sit still and wait for name to be called.

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PSED SELF REG	<ul style="list-style-type: none"> Talk about their feelings during significant times. Can recognise a wider range of feelings in others, particularly storybook characters, e.g. scared, excited, angry, frustrated, nervous and worried. Give ideas with adult support and encouragement. Talk with others to solve problems in play with adult support. Can focus attention for up to 25 mins in a class group for a teaching session, e.g. phonics. 		<ul style="list-style-type: none"> Be able to turn the mood around with some adult support. Show understanding for others' feelings. Show increasing confidence to give ideas. Show increasing independence to talk problems through with peers in play. Can focus attention for 45mins in a class group for a teaching session eg. phonics. 		<p>READINESS FOR YEAR ONE:</p> <ul style="list-style-type: none"> Talk about the rules at Kexborough and follow them consistently. Follow multi-step instructions timely Know right from wrong and can explain why it is important to have boundaries and routines. Be able to behave appropriately in a range of situations eg. Assembly, phonics, kidnectics Confidently give ideas in a range of situations. Work and play co-operatively and take turns with others in a range of situations Recognise their own feelings and needs, and their peers Speak politely with good manners and show respect for others. Talk about how they are the same, similar and different to others Manage their own personal hygiene and basic needs Eat with a knife and fork Talk about ways to be healthy Talk about and practice how to stay safe in a range of common situations. Shows care and concern for living things and talk about why this is important. 	
PSED: MANAGING SELF	<ul style="list-style-type: none"> Takes own coat and shoes on and off but may need help with fastenings. Washes hands independently. Know the basic rules of being at Kexborough Follow a simple instruction with non-verbal cues too Have good manners in social situations Plays purposefully in familiar areas. Shows willingness, with adult encouragement, to keep trying if something is difficult or challenging. 		<ul style="list-style-type: none"> Can manage own fastenings on coats and shoes. Knows when to wash hands and can do so and talk about its importance. Knows some ways to keep healthy. Follow the rules of being at Kexborough with increasing consistency Follow multi-step instructions Have good manners in social situations More confident to play in a range of areas. More confident to tackle new challenges and with encouragement will keep going. 			

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<p>PSED : BUILDING RELATIONS</p>	<ul style="list-style-type: none"> • Can play within a small group to share with some adult support. • Is aware of the needs of others but can find it hard to let others take the lead. • Can recognise when another child is upset and seek out an adult for help. • Speak to others politely. • Plays within a familiar group of friends in the class. • Talks to familiar adults to share news or as part of an activity. 	<ul style="list-style-type: none"> • Can play within a small group to share and take turns with little adult support. • Talk about things they think they are good at or are proud of. • Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. • Can recognise when another child is upset and seek out an adult or comfort them. • Speak to others politely and show care for others. • Interacts within a wider group of friends. • Talk to adults more confidently to share news and ideas. 	<ul style="list-style-type: none"> • Confident to speak to familiar and unfamiliar adults in school.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Physical Development: Gross Motor Skills</p> 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Can walk and jog in a space avoiding others and obstacles. • Can walk and jog backwards avoiding others and obstacles. • Can alternate speed; moving quick then slow, then quick etc. • Can play a team game involving stopping, starting and following instructions. <p>Co-ordination and Movement</p> <ul style="list-style-type: none"> • Can walk on a wide flat plank (balanced between two crates). • Can jump forward with two feet and soft knees. • Can jump off a low level object (crate) with two feet and soft knees. • Can hop on dominant leg on spot 2 or 3 times. 	<p>Throwing/Catching</p> <ul style="list-style-type: none"> • Can throw a beanbag up and catch it with two hands. • Can throw a bean bag from one hand to the other. • Can throw a beanbag to a partner with aim over a short distance. • Can catch a beanbag from a partner with two hands over a short distance. <p>Co-ordination and Movement</p> <ul style="list-style-type: none"> • Can make big actions with their body. • Can make small actions with their body. • Can make heavy, angry movements (to the beat of a drum). • Can make light, happy movements (to a triangle). • Can show a feeling through movement. 	<p>Throwing/Catching</p> <ul style="list-style-type: none"> • Can throw a large ball up and catch it with two hands. • Can use two hands to throw a large ball to a partner over a close distance. • Can use two hands to catch a large ball from a partner over a close distance. • Can throw and catch a ball with increasing precision over a greater distance. <p>Co-ordination and Movement</p> <ul style="list-style-type: none"> • Can skip slowly over a short distance using arms for elevation. • Can skip smoothly over a longer distance. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • Can bounce a big ball to the floor and catch with two hands. • Can bounce a ball to the floor and pat 2 or more times. • Can bounce a ball to a partner over a short distance. • Can catch a bouncing ball from a partner over a short distance. • Can catch a bouncing ball from a partner over a greater distance. • Can bounce and receive a ball within a small group. 	<p>Ball skills</p> <ul style="list-style-type: none"> • Can use a scoop racket to toss a ball at close range into the air and catch. • Can throw a ball to a partner to catch with a scoop racket and can catch a thrown ball with a scoop racket. <p>Co-ordination and Movement</p> <ul style="list-style-type: none"> • Can walk along different width planks on the flat, a slight incline and decline. • Can walk confidently along a sequence of equipment (tyres, crates, planks) showing good balance and control. 	<p>Ball skills</p> <ul style="list-style-type: none"> • Can use a bat or racket to toss a ball at close range into the air. • Can throw a ball to a partner to hit with a bat/racket and can hit a thrown ball with a bat/racket. • With a partner begin to send and receive a ball using a bat/racket and ball. <p>Co-ordination and Movement</p> <ul style="list-style-type: none"> • Can jump for distance. • Can jump for height understanding using their head, arms and feet, applying the basic jumping technique. • Can jump in different directions. • Can jump as part of a team game.
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS</p>	<ul style="list-style-type: none"> • Can re-trace lines and circles • Beginning to use a pincer grip with adult support • Can copy shapes, letter and pictures. • Can sit on a chair with a straight back and feet on the floor. • Use scissors to make simple cuts for a desired shape. • Can hold a fork in a standard grip. 	<ul style="list-style-type: none"> • Use a pincer grip with increasing control • Can form recognisable letters, more than half of them correctly. • Begins to sit the letters between two fixed lines • Know that scissors can be used to shorten resources to a desired length eg. Straws, string. • Can hold a knife and fork in a standard grip. 	<ul style="list-style-type: none"> • Use a pincer grip independently • Can form most letters correctly • Sits the letters between two fixed lines • Hold scissors correctly to cut along a line (Chinese lanterns). • Understand when and how to use a fork to scoop and stab appropriate foods – using a knife to aid. 	<ul style="list-style-type: none"> • Can form most letters correctly with visual prompts • Hold scissors correctly to cut around a simple shape. • Can use a knife to spread evenly and cut a sandwich. 	<ul style="list-style-type: none"> • Can form letters correctly with consistent size • Sits the letters between two fixed lines with accurate ascenders and descenders below the line • Use scissors correctly and more comfortably to cut around irregular shapes. • Use a knife and fork together to cut/saw food into smaller pieces. 	<ul style="list-style-type: none"> • Can write all letters correctly without any visual prompts • Use scissors to create a desired piece of work; an outcome. • Eat independently with a knife and fork; organizing food on plate.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY READING FOR PLEASURE - COMPREHENSION	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can talk simply about events and characters in books. Can describe how characters act and how they might feel. Can recall key phrases and repeated refrains. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can describe how characters act and give reasons why Make suggestions about what might happen next in a story. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can order key events in a story. Can read a familiar story through illustrations and remembered language. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can talk about events, settings and characters in books in increasing detail. Can remember key points from a story told without props or pictures. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can talk about a range of books they have read and say which ones they have enjoyed, giving reasons. Can talk about why something has happened. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can compare stories to previously read ones, talking about characters, events and settings.
LITERACY READING SSP – RWI	<ul style="list-style-type: none"> Learn Set 1 sounds 25 sounds in RWI order Read sounds speedily Write GPC with correct orientation Spell CVC words with Fred fingers Fred Talk words Use magnetic boards to read CVC words with reading finger 	<ul style="list-style-type: none"> Read all set 1 sounds Know set 1 special friends Read sounds speedily Write GPCs with correct orientation Spell CVC words Fred Talk words Word time ready to move to green words Red words (I, of, my, to, the, no) 	<ul style="list-style-type: none"> Ditty – special friends set 1 Word time including alien words Read red words Write GPC with correct orientation Spell words with Fred fingers Independent blending Read ditty worksheets Red words (your, said, you, he, are) 	<ul style="list-style-type: none"> Red – set 1 sounds Read 4/5 sound words Read sounds speedily 1.1- 1.6 Write GPC with correct orientation Spell words with Fred fingers Read red storybooks Red words (go, me) 	<ul style="list-style-type: none"> Set 2 sounds – first 5 vowel sounds Read 1.1 -1.7 words speedily Read Green storybooks Spell words with Fred fingers Red words (what, they, do, want, old, we, so, was, all, she, her) 	<ul style="list-style-type: none"> Read green/purple storybooks Read 5 first 5 vowel sounds of set 2 Spell with Fred fingers Red words (like, I’ve, call, some, there)
WRITING HANDWRITING	<ul style="list-style-type: none"> Can re-trace lines and circles Beginning to use a pincer grip with adult support Can copy shapes, letter and pictures. Can sit on a chair with a straight back and feet on the floor. 	<ul style="list-style-type: none"> Use a pincer grip with increasing control Can form recognisable letters, more than half of them correctly. Begins to sit the letters between two fixed lines 	<ul style="list-style-type: none"> Use a pincer grip independently Can form most letters correctly Sits the letters between two fixed lines 	<ul style="list-style-type: none"> Can form most letters correctly with visual prompts 	<ul style="list-style-type: none"> Can form letters correctly with consistent size Sits the letters between two fixed lines with accurate ascenders and descenders below the line 	<ul style="list-style-type: none"> Can write all letters correctly without any visual prompts
WRITING COMPOSITION	<ul style="list-style-type: none"> Write 1st 16 single letter sounds with visual prompts Write own first name. Can give meaning to my marks Can create representations of people, events and objects. Can identify sounds from my own name in other words Identify some initial sounds in everyday words. 	<ul style="list-style-type: none"> Write all single letter sounds with visual prompts. Begin to write CV/CVC words. 	<ul style="list-style-type: none"> Write CVC words. Begin to write 3 sound Set 1 SF words. I can begin to rehearse what I write orally before writing. I can talk about sentences and start to write short sentences 	<ul style="list-style-type: none"> Write 3 sound Set 1 SF words. Begin to write phonetically plausible words. Begin to write simple phrases. Begin to label. 	<ul style="list-style-type: none"> Begin to write 4 sound words. Write simple phrases. Know sentences begin with capital letters and end with full stops. Write a dictated sentence. 	<ul style="list-style-type: none"> Write 4 sound words Write longer phonetically plausible words. Write a simple sentence using some punctuation. Begin to use capital letters and full stops. Check sentence for errors.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths Morning routine (adult supported)	<ul style="list-style-type: none"> Know the school day is split into morning and afternoon. Know there are days in a week Count the group of boys and girls in class and understand the last number counted is the total for the group Know that when someone is absent the total number for the group is fewer Say how many children are 	<ul style="list-style-type: none"> Use and understand vocabulary related to time; first, next, then, finally, after, before Use coloured squares as representations of boys and girls to count totals Compare the number of boys and girls by saying which has more and fewer 	<ul style="list-style-type: none"> Know there are weeks in a month Know a new year starts after Christmas Say the name of the day today, yesterday and tomorrow Begin to use fingers to represent bonds to count out dinner bands eg. We need 4 bands so I can count 3 and 1 more 	<ul style="list-style-type: none"> Say how many days are in a month by looking at a calendar Match the number of each dinner to a numeral by counting along a number line. Say how many more when comparing boys and girls Say which dinner is the least and most popular by comparing groups of dinner bands 	<ul style="list-style-type: none"> Use number sentences to show attendance for boys and girls Use a number line to compare numbers of different dinner type saying which is most and least popular Use fingers to represent bonds to count out dinner bands 	<ul style="list-style-type: none"> Use a calendar to say which date is today, yesterday and tomorrow Say how many more AND fewer when comparing boys and girls Use a variety of ways of showing fingers to represent bonds to count out dinner bands

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	<ul style="list-style-type: none"> absent Count the number of each dinner type and understand the last number counted is the total for the group Count out the correct number of dinner bands for each type 					
<p>MATHS Number</p>	<ul style="list-style-type: none"> Match, sort, compare objects Count on and back to 3 Make representations of 1,2,3 Subitise to 3 Make groups of 1,2,3 Count out up to 3 objects and match the final number to a numeral When counting, know that the final number they say is the quantity of the set Use their own mark making skills to represent 1,2,3 Compare 1,2,3 saying which has more and fewer Know bonds to 3 i.e. 1+2, 3+0 etc Know that zero (number name and 0) represents nothing and that it is less than 1 Know that things are bought with money and it has a value Know 1st in an order of things 	<ul style="list-style-type: none"> Count on and back to 4 then 5 orally Subitise sets of objects to 4 then 5 Make their own collections of 4 then 5; counting out 4 then 5 objects Match the number names to the numerals for 4 and 5 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 4 then 5 Know bonds to 4 then 5 Subitise up to 4 items Represent up to 4 then 5 items on a 5 frame and understand when the frame is full they are on 5 Know 1 more or 1 less than a number to 4 then 5 Know how to add two groups together 	<ul style="list-style-type: none"> Count on and back to 6 then 7 orally Make their own collections of 6 then 7; counting out 6 then 7 objects Match the number names to the numerals for 6 and 7 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 6 then 7 Know bonds to 6 then 7 Know how to make a pair Know that a pair is 2 Know that sometimes there is an odd one left when pairing Know how to combine two groups to find a total Know the concept of 2 parts (PPW) Know 1st, 2nd, 3rd in an order of things 	<ul style="list-style-type: none"> Count on and back to 8 then 9 orally Make their own collections of 8 then 9; counting out 8 then 9 objects Match the number names to the numerals for 8 and 9 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 8 then 9 Know bonds to 8 then 9 Know that doubling means twice as many Know doubles of 1,2,3,4,5 Begin to add two groups by counting on, starting from the largest group. 	<ul style="list-style-type: none"> Count on and back to 10 orally Make their own collections of 10; counting out 10 Match the number name to the numeral for 10 Say which sets are more or less than when comparing sets Use their own mark making to make sets of 10 Know bonds to 10 Know when a 10 frame is full Know how to answer questions like how many more do we need for the ten frame to be full? Know how to halve objects and numbers. Know that even numbers can be shared equally and odd ones cannot. 	<ul style="list-style-type: none"> Count orally beyond 10 Begin to count out above 10 objects Know that numbers 1- 9 repeat after 10 Know some numerals beyond 10 Know some doubles and non-doubles Know how to share items fairly Know that sometimes there are things left over Know that some things can be shared equally into 2 groups and some can't Know how to make two groups equal by adding or subtracting.
<p>Maths Shape, Space and Measures</p>	<ul style="list-style-type: none"> Know the features of circles, semi-circles and triangles (2D/3D) Recognise circles and triangles in every day shapes Knowing the 2D shape within a 3D shape Know the features of spheres, cylinders, pyramids and triangular prisms Talk about night and day using key vocab Talk about and show how full, half full, nearly full, nearly empty Describe something as deep or shallow Talk about space in terms of under, above, next to, behind, at the side, on top of, inbetween 	<ul style="list-style-type: none"> Know the features of shapes with 4 sides (squares and rectangles) Recognise squares and rectangles in every day shapes Combine shapes (rectangles, triangles & squares) Know the features of cubes and cuboids Make and continue a simple repeated pattern (AB) (size, colour, shape) Talk about longer/shorter, taller/shorter, wider/narrower Use 'than' when comparing 2 items Use cubes to measure height 	<ul style="list-style-type: none"> Know the features of a pentagon Recognise shapes in pictures and the environment Talk about heavy, heaviest, light, lighter Compare the mass of 2 objects using a balance Use a variety of containers to fill pots/pans/ladles and count how many jugs to fill etc. 	<ul style="list-style-type: none"> Know the features of hexagons and octagons Make and continue more repeated patterns of 3 like ABB, AAB Use 3 or 4 events to sequence the order of the day 	<ul style="list-style-type: none"> Make and continue more complex patterns like AABB,AABBB Make abstract pictures and patterns using a range of materials Solve problems in play eg. I need one more cube to fill the gap 	<ul style="list-style-type: none"> Describe repeating patterns, identifying the unit of repeat Spot errors in repeating patterns Talk about longer/shorter, taller/shorter, wider/narrower when comparing 2 or more items Talk about shape, mass and height in block play, giving some reasons for choices.

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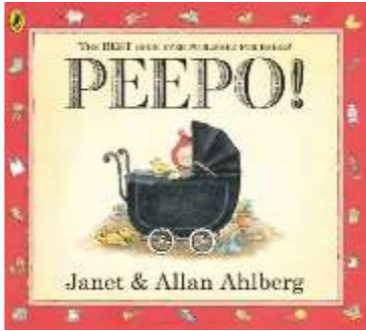


- Use a metre stick to say whether something is the same as, taller or shorter

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD : RE	<ul style="list-style-type: none"> • Know that some people believe in God • Know that some people who believe in God go to church • Know that special events can take place in a church • Know that our local church is Darton • Know that people who go to church believe in the bible • Recognise that people have different beliefs and celebrate special times in different ways. <p>The Nativity Know:</p> <ul style="list-style-type: none"> • This is why we celebrate Christmas, some people put up a tree, decorations, give gifts. • A long time ago. • An angel visited Mary to say that she would have a baby. • The baby would be called Jesus. • Mary travelled to Bethlehem on a donkey with Joseph. • Jesus was born in a stable. • 3 shepherds visited Jesus. • 3 wise men visited Jesus and brought precious gifts. <p>Diwali Know:</p> <ul style="list-style-type: none"> • Is the festival of light. • A great warrior, Prince Rama, had a wife named Sita. • There was also a terrible king, Ravana. • He had twenty arms and ten heads. • Ravana wanted to make Sita his wife, and one day he kidnapped her. • Rama found Sita and began their long journey back to their land, and everybody lit oil lamps to guide them on their way and welcome them back. • Ever since, people light lamps at Diwali to remember that light stronger than dark and good triumphs over evil. • People celebrate by giving gifts, sweets, lighting lamps, fireworks, having good food. <p>Rosh Hashana Know:</p> <ul style="list-style-type: none"> • Rosh Hashana is the Jewish new year. • It is believed that this was when Adam was born. • Adam was the first man. • An important symbol for Rosh Hashana is the blowing of the animal horn (shofar). • People eat sweet food to bring in a sweet year for example apple and honey. 	<ul style="list-style-type: none"> • Can talk about features of a church • Know that a cross is a symbol for people who believe in God • Can say how churches are similar and different • Recognise that people have different beliefs and celebrate special times in different ways. <p>Noah's Ark Know:</p> <ul style="list-style-type: none"> • God loved Noah – he was a good man. • God told Noah to build an ark - a big boat. • Noah followed God's plan and built a boat that was one-and-a-half football fields long. • God told Noah that a great flood was coming. • God asked Noah to collect two of all the creatures of the earth and bring them into the ark. • Noah's wife, and his three sons, and their wives were also safe on the boat. • Then it rained for forty days and forty nights. • After it stopped raining, the water continued to rise • Noah waited for the water level to go down and then sent a dove to look for land it came back with an olive branch. • Altogether, Noah and his family and the animals lived on the ark for 1 year, 1 month, and 27 days! • Suddenly a bright rainbow filled the sky. This was God's promise that He would never flood the earth again. <p>Easter Story Know:</p> <ul style="list-style-type: none"> • Jesus died on a cross on a Friday almost two thousand years ago (Good Friday) • Some people were jealous of Jesus and didn't like him • One of Jesus' friends turned against him • Christians believe that on the following Sunday, Jesus rose from the dead and proved that He is the Son of God. • The following Sunday is Easter. • Religious celebrations include family gatherings and special Easter church services. <p>Chinese New Year Know:</p> <ul style="list-style-type: none"> • Spring festival celebrated in January or February by people in China and around the world. • The origin story • Each year is named after an animal. • The colour red in a lucky colour. • Celebrated by lighting fireworks, lighting lanterns, gifting red envelopes, 	<ul style="list-style-type: none"> • Know some stories from the bible; The Good Samaritan, Jairus's daughter, Daniel in the lion's den • Recognise that people have different beliefs and celebrate special times in different ways. <p>Moses and the Parting of the Red Sea Know:</p> <ul style="list-style-type: none"> • A Pharaoh decided to capture people. • He wanted them to go to Egypt • Moses said that God would save them. • Moses stretched out his hand over the Red Sea and God sent a very strong wind. • The water rose up and divided the people walked across the Red Sea on dry land. • There was a wall of water on each side of them as they crossed. • Moses stretched his hand back over the water and the water went back down. • The Red Sea covered all the Egyptian men and chariots. • God saved the people again. • The people believed in God and trusted Moses to lead them. 			

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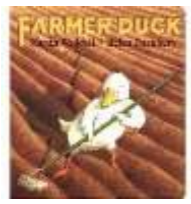
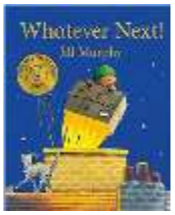
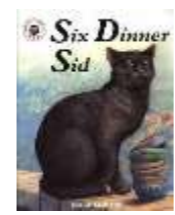

dragon dances, and food.

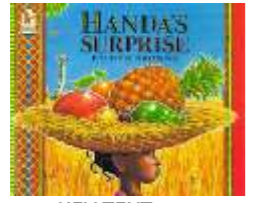

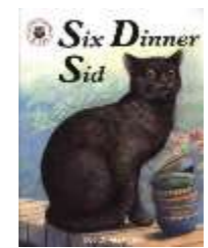


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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD : HISTORY	<ul style="list-style-type: none"> Know the school day is split into morning and afternoon. Know there are days in a week Talk about important events in their life 	<ul style="list-style-type: none"> Use and understand vocabulary related to time; first, next, then, finally, after, before Name and describe people who are familiar to them. Talk about important events in others lives; people familiar to them Talk about lives of the people around them and their roles in society Know that important things happened before they were born (Nativity, Easter) 	 <p style="text-align: center;">KEY TEXT</p> <p>Use story book and non-fiction books to know: Time in the past has already happened. Modern means something now and new Rooms in houses were different in the past. Houses didn't have electricity. Toilets and telephones were not always inside the house. People didn't always have running water in their house. TVs didn't always exist and that they were not always in colour. People used fires to keep warm instead of radiators. People used candles instead of lights to see. People used cellars for storing food. People had to wash their own clothes rather than using a washing machine. People got bathed in a tin bath, not in a bathroom. Toys were made from different materials in the past to now Toys moved differently in the past to now New teddies and old teddies look different</p>	 <p style="text-align: center;">LINKED TEXTS</p>	<ul style="list-style-type: none"> Use a calendar to say which date is today, yesterday and tomorrow Talk about how they have changed since they were a baby Talk about how they will change in the future Remember and talk about significant events in my own experiences using pictures from home Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Know there are days in a week Know there are months in a year Talk about their year in FS2 Know Year 1 is in the future, after the summer Talk about the changes that will happen in Year 1  <p style="text-align: center;">KEY TEXT</p> <p>Use story book and non-fiction books to know: Dinosaurs lived a long time ago in the past, long before Jesus was born. People know dinosaurs lived because archaeologists have found fossils Fossils are the remains of plants and animals that lived a long time ago. Archaeologists are people who find out about the past by looking at objects that have been found</p>

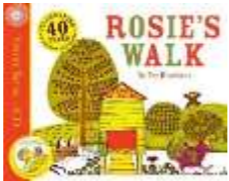

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD: SEASONS	<ul style="list-style-type: none"> Know that Autumn is after summer and before Winter Know that in Autumn the weather turns cooler and wetter Use the school grounds to look for evidence of Autumn Know leaves change colour to browns, oranges and reds and fall from trees Know that not all leaves change colour and fall Know that some animals get ready to hibernate Know that conkers are the seeds of the horse chestnut tree 	<ul style="list-style-type: none"> Talk about what happens in Autumn, describing some key features Know that Winter is after Autumn Know that animals hibernate Know that Winter is the coldest month Know that many trees are bare because they have lost their leaves Can talk about ways they can keep warm Can talk about appropriate wintertime activities 	<ul style="list-style-type: none"> Know that Winter is coming to an end and Spring is on its way Know that ice is frozen water Know that ice melts when it is warmed Know that it doesn't always snow in Winter 	<ul style="list-style-type: none"> Use the school grounds to look for evidence of Spring Know that in Spring the weather gets warmer Know that buds on trees start to grow Know that blossom is flowers on trees and grows in Spring Know animals that hibernated have woken up Talk about the changes they see around them 	<ul style="list-style-type: none"> Use the school grounds to look for evidence of Summer Know Summer is the warmest season Can talk about the clothes they wear in summer Can talk about appropriate summertime activities 	<ul style="list-style-type: none"> Can talk about ways to stay safe in the sun Know ways to keep cool in hot weather Know it is not always hot in Summer Know there are four seasons

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD : SCIENCE	 <p>KEY TEXT</p> <p>Use story book and a range of resources to know: Some animals sleep in the day and are awake at night. These animals are nocturnal. Animals hunt for food. Owls are birds. Can compare owls and birds saying how they are similar and different.</p>  <p>Use story book and non-fiction books to know: Some foods are good for us and help to keep us healthy and to grow (e.g. vegetables, fruit, salad, milk, meat, fish) Some foods are treats and we should not eat too much of these (e.g. cakes, biscuits, sweets, chips, crisps, fizzy or sugary drinks) We need to keep our bodies clean. We need sleep to help us grow. We need to brush our teeth. We need to exercise. Farmers look after animals by giving them food, water and shelter. Cows give us milk. Hens give us eggs. Animals give meat to some people.</p>	<p>Materials</p> <ul style="list-style-type: none"> Identify and name different materials – plastic, wood, glass, metal, material Can describe how different materials feel (hard, soft, smooth, rough, fluffy, sharp, spiky) Can sort different materials according to their characteristics Know that some materials are better suited for different purposes Know some metals are magnetic Know other materials are non-magnetic 	 <p>KEY TEXT</p>  <p>LINKED TEXT</p> <p>Use story book and a range of resources to know: The moon is in the sky all the time The moon is made of rock People can not live on the moon Astronauts explore space Astronauts have travelled to the moon Astronauts can live for a time on the ISS Astronauts travel to space in a shuttle Know that we live on planet Earth</p>	 <p>KEY TEXT</p>  <p>KEY TEXT</p> <p>Use story book and a range of resources to know: Some animals can be pets. Pets need to be taken care off; given food, water, shelter and care. Vets look after poorly animals. All animals should be treated with respect and care.</p>	 <p>KEY TEXT</p>  <p>LINKED TEXTS</p> <p>Use story book and a range of resources to know: Some animal babies look like their parents and some do not. Some baby animals are hatched and some are born live. Caterpillars change into butterflies. Tadpoles change into frogs. Tadpoles, caterpillars and chicks hatch. Hatching is when a baby animal comes out of an egg. Eggs need to be kept warm otherwise the baby will not hatch and die. As human grow we go through different stages – baby, child, teenager, adult, elderly person. Talk about some of the things we can and can not do in each stage.</p>	 <p>KEY TEXT</p> <p>Use story book and a range of resources to know: Most animals including humans have a skeleton. A skeleton gives an animal and human support so they don't collapse. Some animals have skeletons on the outside of their bodies. The skull protects the brain. The rib cage protects the heart.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD : GEOGRPAHY	 <p>KEY TEXT</p> <p>Use story book and a range of resources to: Know a village is a small area of houses,</p>	 <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p>		 <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p>	 <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p>	 <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p>

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<p>shops, roads and schools. Know Kexborough is my local area. Know Kexborough has a post office, pharmacy, shops, church, a park and a care home. Know schools are where people learn. Know a post office is where people sending or receive letters / parcels. Know a pharmacy is where you can get medicine to make you feel better. Know a park is where children play. Know a park is made of grass and can have slides, climbing frame and a path. Know a care home is where elderly people go to be looked after. Know shops are where you can buy things such as food and drink. Know a church is where people go to think about God. Know people can get married, get christened and have funerals at a church. Know a place that is different to Kexborough is a village in Africa. Talk about how Africa is different in terms of weather, amenities and houses. Know is a big country and people live in different types of houses; some modern and some traditional. Name some African animals. Name some fruit that grows in hot places.</p>  <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p> <p>Know that a river is flowing water. Know how rivers can be similar and different. Know there are rivers all over the world Know we have rivers near to school. Know different ways people can sail on rivers. Know rivers can be crossed by bridges. Know how bridges can be similar and different.</p>	<p>Know Barnsley is our local town. Know a town is bigger than a village. Name some places common to towns, such as a town hall, hospital, more shops, coffee shops, fewer houses. Talk about own experiences of Barnsley. Know that a map shows where places are. Draw own maps of towns and places – imaginary or real.</p>  <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p> <p>Know that a map shows where places are. Draw own maps of towns and places – imaginary or real. Talk about where familiar places are eg. The post office is next to the school. Talk about the journey Rosie made using positional language.</p>			<p>Know that they would find streets, roads, houses, school, post office, pharmacy, shops, park and a church in my local area. Know that a neighbour is someone that lives next to or nearby. Know that streets can be different shapes and sizes. Know that a semi-detached are two houses joined together. Know that a flat are houses on top of each other. Know a detached is a house on its own. Know a bungalow is on one level. Know that terraced houses are lots of houses joined together. Know that houses except a flat and a bungalow have stairs. Know that houses have kitchens, bathrooms, living rooms and bedrooms. Draw and talk about features of their own house. Draw maps of where they live.</p>	<p>Know that we live on the planet Earth. Know that the environment is what surrounds us. Know that recycling and throwing rubbish away properly helps to save the environment. Know walking and cycling instead of using a car, train or plane is better for the environment. Know turning things off is better for the environment. Know not wasting food is good for the environment. Know planting trees is good for the environment. Know that animals like bees help protect our environment. Know how people can make a good and bad impact on our planet. Know about pollution, specifically ocean. Know that ocean animals are badly affected by pollution. Know how they can help to look after our world.</p>  <p>KEY TEXT</p> <p>Use story book and a range of resources to:</p> <p>Know a variety of places such as Kexborough, Africa (Link to previous study) and places that are islands. Know that an island is a piece of land that is surrounded by water. Know that they live on an island. Know most islands are surrounded by oceans. Know that islands often have beaches, trees, grass areas, different animals, Know that some islands have mountains and volcanoes. Know that some islands have hot weather with white sandy beaches. Know that some islands have a cold weather (Iceland)</p>	<p>Know that a beach is an area that joins land to the sea/ocean. Know that beaches can be sandy and pebbly. Know that the beach changes based on the tide. Talk about what they might see at the beach – pier, amusements, rides, fish and chip shops, hotels. Talk about their own experiences of going to a beach and the seaside. Know that beaches in other countries are far away and are usually reached by an aeroplane. Know that the beach in Africa is a warmer place than the beaches in their country. Know that parasols give shade. Know that Handa's Surprise and Splash are both set in Africa but in different places.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Expressive Arts and Design: Creating with materials	<p>Art and DT:</p> <ul style="list-style-type: none"> Draw simple representations of self, family, animals, homes and objects from the world around them. Select the correct equipment to paint a picture. 	<p>Art and DT:</p> <ul style="list-style-type: none"> Begin to know which colours to mix to make a chosen colour. Know how to make paint thicker or thinner. Can say how different 	<p>Art and DT:</p> <ul style="list-style-type: none"> Begin to show more accuracy and care when drawing. Know which colours to mix to make a chosen colour. Use correct colours for 	<p>Art and DT:</p> <ul style="list-style-type: none"> Select a thick or thin brush for a particular purpose. Develop work over a longer period, sometimes needing to return the next day. Can make a simple 	<p>Art and DT:</p> <ul style="list-style-type: none"> Draw and paint detailed representations of people and objects. Know how to make a colour paler or darker. Make more refined 	<p>Art and DT:</p> <ul style="list-style-type: none"> Use and refine a variety of artistic effects to express their ideas and feelings. Use a variety of tools to create an intended

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	<ul style="list-style-type: none"> Mix powder paints to make a variety of colours. Use a variety of tools (pencils, hands, chalks, pens, wax) Roll and cut dough and clay. Can fold a piece of paper in half. Can attach two or more pieces of paper together by split pins, staples and treasury tags. <p>Block play:</p> <ul style="list-style-type: none"> Can make a simple enclosure. Make simple representations of things that interest them. <p>Role play:</p> <ul style="list-style-type: none"> Uses the home corner to take on the role of a familiar character using talk and actions. 	<p>colours create different feelings eg. Cold for blue.</p> <ul style="list-style-type: none"> Use watercolours. Make rubbings to show a range of patterns. Mould dough and clay into different shapes (divas). Know that different materials can combine to make a collage. <p>Block play:</p> <ul style="list-style-type: none"> Beginning to use a greater variety of shaped blocks to create representations of familiar things. Can comment on what they are doing <p>Role play:</p> <ul style="list-style-type: none"> Can take on the role of a familiar character using voice choice and available resources. 	<p>things.</p> <ul style="list-style-type: none"> Can manipulate paper and card to make a cylindrical shape. <p>Block play:</p> <ul style="list-style-type: none"> Talk about the resources they are using and the reasons for, with some adult support. <p>Role play:</p> <ul style="list-style-type: none"> Begins to play in role, with purpose with a small group of friends. Begins to use language appropriate for the role eg. Would you like a coffee Sir? (in café scenario) 	<p>representation of an object eg. car by attaching junk pieces to create an outcome.</p> <ul style="list-style-type: none"> Can use split pins to make a picture move. <p>Block play:</p> <ul style="list-style-type: none"> Develop preferences in forms of representation, offering some reasons for decisions made. <p>Role play:</p> <ul style="list-style-type: none"> Can make short interactions with friends in role play scenarios, staying in character. 	<p>representations using dough and clay.</p> <ul style="list-style-type: none"> Make collages using materials chosen for effect and purpose. <p>Block play:</p> <ul style="list-style-type: none"> Can create detailed representations of their ideas. Can choose resources for a particular effect. Can talk in detail about what they are doing. <p>Role play:</p> <ul style="list-style-type: none"> Acts out a story/narrative within a small group. Make use of resources to enhance a story/narrative. 	<p>outcome.</p> <ul style="list-style-type: none"> Talk about their pictures and creations in detail, justifying decisions made. Can make representations of objects using junk shapes appropriately and justify their choices. <p>Block play:</p> <ul style="list-style-type: none"> Can refine ideas, building on previous learning. Can answer questions about their creations, ideas and processes. <p>Role play:</p> <ul style="list-style-type: none"> Organise between themselves and act out a story/narrative in character within a small group. Uses language specific to different characters.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Expressive Arts and Design: Being imaginative and expressive</p> <p>(Music - CHARANGA)</p>	<p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and responds to different styles of music -Sing or sing along with nursery rhymes and action songs -Plays classroom instruments -Share and perform the learning that has taken place 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and responds to different styles of music -Sing or sing along with nursery rhymes and action songs -Plays classroom instruments -Share and perform the learning that has taken place 	<p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and responds to different styles of music -Sing or sing along with nursery rhymes and action songs -Plays classroom instruments -Sings and play instruments within a song -Share and perform the learning that has taken place 	<p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and responds to different styles of music -Sing or sing along with nursery rhymes and action songs -Plays classroom instruments -Sings and play instruments within a song -Share and perform the learning that has taken place 	<p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and appraises Funk music -Sing Big Bear Funk and other nursery rhymes and action songs -Plays instruments within the song -Improvises using voices and instruments -Play Riff-based composition -Share and perform the learning that has taken place 	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> -Listens and Appraises -Sing nursery rhymes and action songs -Plays instruments within the song -Improvises using voices and instruments -Play Riff-based composition -Share and perform the learning that has taken place