


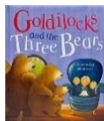
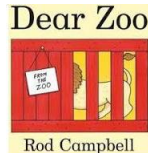
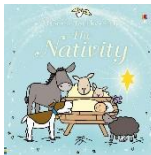
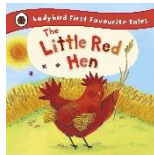
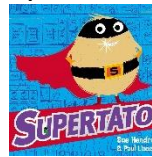
Homefields Primary School FS2 Curriculum Map 2022-2023									
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**‘In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately’ (Development Matters 2021).**

We recognise that all children learn at different rates, therefore we use our knowledge of the children's attainment to inform our planning. This means the planning will include various levels of challenge, ranging from what a Foundation Stage 1 child would be expected to learn, to the Early Learning Goals and beyond.

This long-term map outlines the progression of explicit teaching experiences we offer for the children.

The continuous provision in all areas of learning provides children with opportunities to rehearse and apply their learning throughout the year.

<div>Term and Topic Themes</div> <div>Area of Learning</div>			<div>Autumn 1 (7 weeks) The Colour Monster</div> <div></div> <div>Stories &amp;</div> <div><div></div><div></div></div> <div><div></div><div></div></div>	<div>Autumn 2 (7 weeks) Dear Zoo</div> <div></div> <div>Christmas/ Winter</div> <div></div>	<div>Spring 1 (6 weeks) The Little Red Hen</div> <div></div> <div>Sailing the Seven Seas</div> <div></div>	<div>Spring 2 (6 weeks) Minibeasts</div> <div></div> <div></div> <div>Growing</div>	<div>Summer 1 (5 weeks) Castles</div> <div>Jim and the Beanstalk</div> <div></div>	<div>Summer 2 (7 weeks) Superheroes</div> <div></div>
			<div>Prime Areas</div> <div>Communication and Language</div> <div><div>Listening, Attention &amp; Understanding</div><div>Speaking</div></div>	<div><p>“The development of children’s spoken language underpins all seven areas of learning and development.” (Development matters 2021)</p><p>Throughout the year, children will take part in whole class and group learning times, in which they will develop their listening and attention. They will have a wide range of opportunities to listen to and explore stories and rhymes, as well as learn to ask and answer questions with relevant responses. The children will build up a repertoire of stories, which they can retell in their own words. We will draw upon Pie Corbett’s ‘Talk for Writing’ approach to teaching to support the children in their love for stories. Furthermore, children will be given opportunities to express themselves effectively by sharing and talking about special events in their lives.</p></div>				

			The continuous provision provides the children with excellent opportunities to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.				
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Prime Areas Continued	Personal, Social and Emotional Development	Managing Self	We encourage children to have a positive attitude towards learning and teach them to be resilient. By not giving up and changing their approach, the children are taught to learn from their mistakes and progress in their learning journey. We actively support the children in developing a ‘growth mindset’ through our explanation of ‘the learning pit’. We introduce the ‘golden rules’ to the children and set high expectation of behaviour. As the children progress through the year, adults will set some ‘star jobs’ in the class, which are learning tasks that the children must complete. This teaches the children to take responsibility for their own learning and encourages them to try new things. Furthermore, we encourage this responsibility and resilience in their personal hygiene and self-care skills.					
		Self-Regulation	We spend lots of time with the children, talking about and understanding different emotions. We practice mindfulness on a daily basis to help the children develop understanding and control of their emotions. The strong, warm and supportive relationships which adults develop with the children, enable the children to learn how to understand their own feelings and those of others.					
		Building Relationships	Throughout the year, we provide the children with opportunities to play and work with different children in the setting. From turn taking games, to team building at forest school, the children learn to communicate, cooperate and compromise with others. During their time in the Foundation Stage 2, children will be helped to understand the needs of others and become sensitive to each other’s’ feelings.					
		PSHE/ RSE themes	New Beginnings Health and Well-being (mi	Families and Relationships	Safety in the Environment	Citizenship – respecting others and our environment	The changing body (all about me)	Transitions (new classes) Drugs Education

Prime Areas Continued	Physical Development	<b>“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.”</b> (Development Matters (2021)						
		Gross Motor	Within the continuous provision, children have access to a variety of climbing equipment, large equipment for moving and building, such as milk crates and tyres, as well as P.E equipment including balls, hoops and skipping ropes. At forest school, the children continue to develop their gross motor skills. They learn to balance as they navigate around the area, coordinate as they work together to move logs and branches, as well as apply their climbing skills to climb trees.					
			<b>Yoga Circuits</b>	<b>Yoga Circuits</b>	<b>Yoga</b> (core strength and balance)	<b>Yoga</b> (core strength and balance)	<b>Dance –</b> listening and	<b>Outdoor PE Games</b>

			(core strength and balance)	(core strength and balance)	Gymnastics and fundamental movements	Dance – moving energetically and imaginatively	coordinating with a partner and as a group <b>Develop and refine ball skills including:</b> throwing, catching, kicking, passing, batting and aiming	Healthy Living Week (Sports Day)
		Fine Motor	The children have continuous access to daily fine motor activities at the ‘Fiddly finger’ table. Throughout the year, the children have opportunities to experience a range of fine activities that progressively promote resistance and use of force. This includes activities such as hole punching, tap it and the use of tools such as mallets and hand drills. Each week the children take part in handwriting exercises, such as dough disco, peg work outs and finger rhymes/ gym, as well as exploring the formation of letters.					
			Scissor skills Pencil Grip and Control Developing wrist and hand strength for writing		Handles equipment and tools competently, safety and confidently to create  Develop ability to use cutlery competently, safety and confidently		Developing foundations of a handwriting style which is a fast accurate and efficient (forming most letters correctly)	
		Health and Self-Care	The children learn and talk about the different factors that support their overall health and well-being, including regular physical activity, healthy eating and body and dental health. They also explore how to keep themselves safe and take reasonable risks, in the classroom, outdoor area and at forest school.					
			Hand hygiene Using cutlery Tasting Porridge	Getting changed for forest school Observes effects of activities on bodies	Getting changed for forest school Making and Tasting Bread – hand hygiene	Getting changed for forest school Gardening Safety, hygiene	Understand the need for safety	Importance for good health food, diet

Specific Areas	Literacy	Comprehension & Word Reading	We promote a love of reading through book corners within our classrooms and visits to the enchanted library. We have daily story times and expose children to a rich variety of texts, including fiction, non-fiction and poetry. During our story sessions, the children are introduced to our 'story buddies', who teach us about the different aspects of comprehension. The children participate in daily phonics sessions, reflecting their personal rate of development. Word reading activities are provided within the continuous provision to enable the children to practise and apply their phonic knowledge.					
			Understanding of how to hold a book Hears initial sounds	Reads words and simple sentences	Introduce comprehension characters: predicting, retelling, inferring,	Read words consistent with their phonic knowledge by sound blending,	Use and understand recently introduced vocabulary	Read & understand simple sentences that are consistent with their phonics knowledge








			Segmenting and blending		vocabulary to develop understanding of what has been read to them	including words containing digraphs	during discussions about stories, non-fiction, rhymes and poems and during role play (castles vocabulary)	
		Writing	The continuous provision provides opportunities for children to rehearse their writing skills within their play. To start with this may be simple mark making of shapes and lines to develop their pencil control and throughout the year, the children gain the knowledge and skills to write simple phrases and sentences that can be read by themselves and others.					
			<b>Name Writing</b> – learning to write letters accurately <b>List Writing</b> (Three Bears Shopping List) – using print and letter knowledge (initial sounds)	<b>Labels and Captions</b> – applying phonic knowledge to spell words and begin to write short captions	<b>Lists (pirate stew)</b> - applying phonic knowledge to spell words and begin to write short captions  <b>Sentence writing</b> – wanted posters describing the pirate (continuing to apply phonic knowledge)	<b>Labelling</b> minibeast body parts (using digraphs)  <b>Information Writing</b> – writing sentences about different minibeasts beginning to use capital letters and full stops	<b>Story Writing (fairy tales)</b> - simple phrases and sentences that can be read by themselves and others	<b>Letter Writing</b> - simple phrases and sentences that can be read by themselves and others
	Mathematics	Number and Number Patterns	The children take part in daily ‘munching maths’ sessions, which involves maths with a purpose, covering all aspects of the curriculum. The continuous provision provides opportunities for the children to rehearse their learning, create and solve their own mathematical problems and develop a deep understanding of number, noticing the patterns within.					
			Exploring representation and composition of numbers to 10, linking numerals and amounts  Subitising	Exploring representation and composition of numbers to 10, linking numerals and amounts  Comparing numbers, understanding one	Addition and Subtraction  Number bonds to 10 – beginning to automatically recall  Exploring composition of	Building fluency in recalling number bonds for numbers 0-10  Doubling / Halving & Sharing (distributing quantities equally)	Counting on and back beyond 20  Exploring patterns within numbers to 10, including odd and evens	Problem solving estimating

				more, one less relationship	numbers to 20 (tens and ones)	Problem Solving with addition and subtractions		
				Subitising				
		Space, Shape and Measure	Daily Timetable Pattern Shape Recognition	Shape Recognition Measuring	Exploring weight and Capacity	Pattern – repeating and symmetry	Shape Money	Positional Language  Describe simple properties of 2D and 3D shape

Specific Areas Continued	Understanding the World	Past and Present	Special People – making sense of own life-story and family (drawing family pictures)	Remembrance Day – story of why we celebrate	Compare and contrast characters and figures from the past (pirates)	Understanding the past through books and storytelling – Charles Darwin	Comparing life in castles in the past to our lives now Comparing and contrasting figures from the past	Exploring the past through stories (story groups)
		People, Culture and Communities	Special People Harvest Festival	Exploring occupations through role play – zoo keepers, vets, Diwali Bonfire Night  Christmas	Chinese New Year Shrove Tuesday Valentine's Day  Draw information from a simple map	Mother's Day Easter Ramadan	Feeding of the 5000 (sharing) Eid St. George's Day	Father's Day Talk about live of people around us and roles in society – in particular police when exploring superheroes and villains.
		RE (Derbyshire and Derby agreed syllabus 2020-2025)	Which times are special and why? – this key question will be revisited throughout the year in the context of different celebrations and festivals from different religions. This will include Christmas, Diwali, Easter, Ramadan and Chinese New Year.					
			Where do we belong?	Which people are special and why?	Which stories are special and why?	What is special about our world?	Which places are special and why?	Which people are special and why?

		The Natural World	Our children have continuous access to the outdoors, where they explore the natural world around them independently and through adult guided activities. The children are able to ask questions and use resources to make observations and investigate. This allows them to gain an understanding of how things work and develop the foundations of working scientifically. Furthermore, all children experience Woodland Warriors sessions in our forestry area, in which they are able to freely explore the woodland environment and learn additional outdoor learning skills.					
			Weather changes and Seasons - Autumn	Animal Habitats Weather changes and Seasons - Winter	Bread Making & Windmills Weather changes and Seasons - Winter Floating and Sinking	Habitats Growing and Change Life Cycles Minibeast Identification	Contrasting environments – home and castle	Lego Zipwire Challenge – exploring forces and working scientifically
		Technology	2 Paint	Taking photos of each other	2 paint	Beebots	2 count Beebots	Stop Animation Mash cam

	Expressive Arts and Design	Creating with Materials	Throughout the year, the children have opportunities to explore, develop and refine their creative skills. A combination of adult directed and child led activities, enables children to learn new skills and then apply these to their own creations. The children have continuous access to a wide range of open-ended resources, including junk modelling and construction materials.
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			Join different materials - billy goats bridges Drawing with increasing detail (self – portrait & family pictures) Show different emotions in drawings (3 bears emotion paintings)	Exploring different artistic effects and ways of using materials – junk modelling zoo animals (fringing, attaching, collaging, colour washing)	Exploring different artistic effects and materials – charcoals and smudging	Return to and build on their previous learning using skills to make different minibeasts	Safety use and explore a variety of materials, tool and techniques, experimenting with colour, design, form and function – making castles	Make use of props and materials when role playing characters – superhero costume making
		Artists and Artwork Explored	Aspen Trees  Large art work Tearing Paper Collage	Diva Lamps – Diwali  Manipulating/ modelling Clay  Rouseux 	J.M.W Turner  Weather/ ship Paintings	Van Gough  Painting with Texture – Adding Sand	Paul Klee Castles in the Sun 	Sky scape artwork 
		Being Imaginative and Expressive	Home corner	Vets Christmas corner	Pirate ship role play	Minibeast land – science investigation	Castle role play	Superhero head quarters
			Introduces storyline into their play	Sing in a group or on their own	Explore and engage in music making – creating pirate stew songs	Minibeast dancing – working solo and in groups	Move in time to music and listening to music from the past	Invent, recount and adapt narratives in their play
		Music Skills and Themes	Pulse Tapping Simple Patterns	Tempo Dynamics Singing Christmas Songs	Rhythm Pitch How music makes you feel	Rhythm – Making Music	Composing	Composing