

# Homefields Primary School FS2 Curriculum Map 2024-2025

'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.

Term and Topic Themes		Autumn 1 (7 weeks) Traditional Stories & Rhymes	Autumn 2 (7 weeks) Dear Zoo	Spring 1 (6 weeks) The Little Red Hen	Spring 2 (6 weeks) Minibeasts	Summer 1 (5 weeks) Castles	Summer 2 (7 weeks) Superheroes	
		Area of Learning		 Christmas/ Winter 	 Sailing the Seven Seas 	  Growing		
Prime Areas	Communication and Language	<p><b>"The development of children's spoken language underpins all seven areas of learning and development."</b> (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 skills. 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. The continuous provision provides the children with excellent opportunities to make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>						
	Listening, Attention & Understanding							
		Speaking						

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 'core values' 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 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.

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</b> (core strength and balance)	<b>Circuits</b> (core strength and balance)	<b>Fundamental movements:</b> running, skipping, hopping, jumping	<b>Dance</b> – moving energetically and imaginatively to music	<b>Develop and refine ball skills including:</b> throwing, catching, kicking, passing, batting and aiming
		Fine Motor	The children have continuous access to daily fine motor activities. Throughout the year, the children have opportunities to experience a range of fine motor 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 core, wrist and hand strength for writing Develop ability to use cutlery competently, safety and confidently	Handles equipment and tools competently, safety and confidently to create		Developing foundations of a handwriting style which is a fast accurate and efficient (forming most letters correctly)				







			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. The children are given opportunities to explore, prepare and taste different foods. They also explore how to keep themselves safe and take reasonable risks, in the classroom, outdoor area and at forest school.				
		Health and Self-Care	-Hand hygiene -Using cutlery -Tasting Porridge -Road Safety (linked to bikes outside)	- 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 (outdoor safety)	-Importance for good health food, diet

Specific Areas	Literacy	Comprehension	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 (Retelling Rob, Predicting Polly, Vocabulary Victor and Inferring Izzy).				
		Word Reading & Phonics	The children participate in daily phonics sessions following the Essential Letters and Sounds (ELS) scheme. The provision provides opportunities for the children to rehearse and apply their phonic knowledge through inviting book corners and opportunities for the children to be 'tiny teachers'.				
			<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> <li>-Read words consistent with their phonic knowledge by sound blending, including words containing digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul>	-Read & understand simple sentences that are consistent with their phonics knowledge
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. We also introduce the children to 'Drawing Club', where the children explore the magic of stories and use their imagination to mark make, draw and write.						
	<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	<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 <b>Sentence writing</b> – wanted posters describing the evil villain	

	Mathematics	Number	The children take part in daily 'magic maths' sessions, which involves maths with a purpose, covering all aspects of the curriculum. White Rose Maths is used as a supporting resource for the coverage and teaching of maths. 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.				
		Number Patterns	<ul style="list-style-type: none"> <li>- Match, sort and compare</li> <li>- Talk about measure and patterns</li> <li>- It's me 1, 2, 3!</li> </ul>	<ul style="list-style-type: none"> <li>- Circles and triangles</li> <li>- 1, 2, 3, 4, 5</li> <li>- Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>- Alive in 5</li> <li>- Mass and capacity</li> <li>- Growing 6, 7, 8</li> <li>- Length, height and time</li> </ul>	<ul style="list-style-type: none"> <li>- Length, height and time (continued)</li> <li>- Building 9 and 10</li> <li>- Explore 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>- To 20 and beyond</li> <li>- How many now?</li> <li>- Manipulate, compose and decompose</li> <li>- Sharing and grouping</li> </ul>
		Space, Shape and Measure					

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	Know similarities and differences between things now and in the past (process of bread/ flour making)  Compare and contrast characters and figures from the past (pirates)		Comparing life in castles in the past to our lives now  Comparing and contrasting figures from the past	Exploring the past through stories (exploring stories from the past during story sessions)
		People, Culture and Communities	Special People – exploring families  Harvest Festival – helping the community (Homefield's Heart)	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 (pirate maps)	Mother's Day Easter Ramadan Eid  Describing our environment (FS2 garden and minibeast habitats)	St. George's Day  Exploring castles in different countries – how do these structures differ?	Father's Day  Talk about live of people around us and roles in society – in particular police when exploring superheroes and villains.

Understanding the World (continued)	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 and well as non-religious celebrations such as birthdays.					
		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?	What times 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 (on site), in which they are able to freely explore the woodland environment and learn additional outdoor learning skills.					
		Weather changes and Seasons - Autumn	Animal Habitats – exploring contrasting environments	Exploring changing states of matter - bread making	Exploring natural world around them, making observations and drawing (habitats, Minibeast Identification)	Understanding in changes the natural world (plants growing)	Lego Zipwire Challenge – exploring forces and working scientifically
		Weather changes and Seasons - Winter	Weather changes and Seasons – Winter	Understanding important processes - Floating and Sinking	Understanding in changes the natural world (life cycles and plants growing)	Contrasting environments – home and castle	British Science Week!
	Technology and Online Safety	Technology has become such an integral part of everyday life as we know it and provides endless positive learning opportunities. The children have continuous access to a variety of technology to enhance and apply their learning and develop their problem-solving skills. Children also take part in discussion about how to stay safe online.					
Privacy and Security – what is personal information and who can I trust?		Online Relationships – how do we communicate using technology?	Self-image and Identity – I know I can say no and know who to ask for help.	Managing Online Information – I know I can use the internet to find out information	Copyright and Ownership – I know work I create belongs to me and can name it	Health, Wellbeing and Lifestyle – I know ways to keep safe and healthy when using technology	

	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-initiated activities enables the 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.					
			<ul style="list-style-type: none"> <li>-Join different materials - billy goats bridges</li> <li>-Drawing with increasing detail (self – portrait &amp; family pictures)</li> <li>-Show different emotions in drawings (3 bears emotion paintings)</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring different artistic effects and ways of using materials – junk modelling zoo animals (fringing, attaching, collaging, colour washing)</li> </ul>	Exploring different artistic effects and materials	Return to and build on their previous learning using skills to make different minibeasts with a partner (creating collaboratively)	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	<p><b>Aspen Trees</b></p>  <p>Large art work (creating collaboratively) Tearing Paper Collage</p>	<p><b>Rousseau</b></p>  <p>Colour wash, drawing with detail and layering materials (collage)</p>	<p><b>J. Vincent Scarpace</b></p>  <p>Painting and printing with different tools</p>	<p><b>Van Gogh</b></p>  <p>Painting with Texture – Adding Sand</p>	<p><b>Paul Klee Castles in the Sun</b></p>  <p>Printing</p>	<p><b>Sky scape artwork</b></p>  <p>Applying skills learnt over the year (e.g. colour wash, layering/ collaging, printing and attaching)</p>

		Being Imaginative and Expressive	Role Play within the Continuous Provision					Role play areas are planned to link with topics, however staff are considerate of children's interests and may adapt and change these areas within each half term, to meet the needs and interests of the children. Within the home corner, enhancements will be carefully thought out to mirror the culture and celebrations of the class	
			Home corner	Home corner	Sea Seekers role play	Minibeast investigation/ vets Flower shop	Castle role play	Superhero head quarters	
			Introduces storyline into their play (small world and role play modelled) Instruments and music within the continuous provision  Simple clapping rhythms (e.g. trip trap trip trap – Billy Goats Gruff)	Sing in a group or on their own increasingly matching pitch and melody (Christmas performance)	Explore and engage in music making – creating pirate stew songs	Minibeast dancing – explore and engage in dance solo and in groups	Move in time to music and listening to music from the past  Music opportunities in the continuous provision for children to explore and compose	Invent, recount and adapt narratives in their play  Music opportunities in the continuous provision for children to explore and compose	
Music Skills and Themes	Pulse Tapping Simple Patterns	Tempo Dynamics Singing Christmas Songs	Rhythm Pitch How music makes you feel	Rhythm Tempo	Composing	Composing			